DOCUMENT RESUME

ED 355 085 RC 019 079

AUTHOR	Cox, J. Lamarr; And Others
TITLE	Descriptive Study of the Chapter 1 Migrant Education Program, Volumes 1-3. Final Report.
INSTITUTION	Research Triangle Inst., Research Triangle Park, N.C.
SPONS AGENCY	Office of Policy and Planning (ED), Washington, DC.
PUB DATE	Oct 92
CONTRACT	LC-88025011
NOTE	783p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF05/PC32 Plus Postage.
DESCRIPTORS	Case Studies; Compensatory Education; Elementary Secondary Education; *Migrant Education; *Migrant Programs; *Program Administration; *Program Costs; Program Evaluation; Questionnaires; *Student Characteristics
IDENTIFIERS	*ECIA Chapter 1 Migrant Programs

ABSTRACT

This document consists of three volumes representing a 3-year study of the Chapter 1 Migrant Education Program (MEP). The study used current and nationally representative data to address research questions related to program targeting, services, communications, and administration. Volume I presents study findings from mail questionnaires completed by state directors of migrant education and directors of 300 regular school-year and 200 summer-term MEP projects. It provides information concerning migrant student characteristics, MEP targets, services, communications, administration, and expenditures. Volume II contains summaries of case study reports of 25 local migrant projects. Site visits involved interviews with local migrant project directors and staff, school principals, migrant teachers, general and special education teachers, Chapter 1 basic personnel, bilingual personnel, and others who had substantive contact with migrant students or the migrant program. Each case study includes an introduction, followed by sections on students and targeting, program services, communication and coordination, expenditures, and administration. Volume III of the report consists of technical appendices, including: (1) details of sampling design; (2) study instruments and case study report outlines; (3) details of data preparation; and (4) forecasts of 1991-2000 enrollment in the MEP. The document contains numerous tables and graphs. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED355085

RC 019079

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Final Report

DESCRIPTIVE STUDY OF THE CHAPTER 1 MIGRANT EDUCATION PROGRAM

VOLUME 1: Study Findings and Conclusions
VOLUME 2: Summary Reports of Intensive Case Studies
VOLUME 3: Technical Appendices

Prepared for
The U.S. Department of Education
under
Contract LC88025001

Submitted by

Research Triangle Institute
Research Triangle Park, North Carolina

DESCRIPTIVE STUDY OF THE CHAPTER 1 MIGRANT EDUCATION PROGRAM

Volume I: Study Findings and Conclusions

Prepared Under Contract by:

Research Triangle Institute
Research Triangle Park, NC

Contract No. LC 88025011

RC 019079

U.S. DEPARTMENT OF EDUCATION • OFFICE OF POLICY AND PLANNING

BEST COPY AVAILABLE

The views expressed in this report, developed under contract to the U.S. Department of Education, do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

RC

October 1992

Final Report

DESCRIPTIVE STUDY OF THE CHAPTER 1 MIGRANT EDUCATION PROGRAM

by

J. Lamarr Cox
Graham Burkheimer
T. R. Curtin
Blair Rudes
Ronaldo Iachan
William Strang
Elaine Carlson
Gary Zarkin
Nancy Dean

Volume I: Study Findings and Conclusions

This is Volume I of a three-volume report. Other volumes are:

Volume II:	Summary Report of Intensive Case Studies
Volume III:	Technical Appendices

ACKNOWLEDGEMENTS

We gratefully acknowledge the assistance and support of numerous individuals and organizations in the conduct of this study. These include MEP personnel at the federal, state, and local project levels; teachers and administrator in visited schools; members of the National Association of State Directors of Migrant Education (NASDME). Jim English, Elizabeth Farquhar, and Joanne Bogart, the Department of Education project officers, provided consistently thoughtful guidance during all phases of the study. Our Study Advisory Panel was generous and conscientious in devoting time and attention to those tasks where we needed their assistance. Members of this panel were:

Kathleen Plato	WA Office of Public Instruction
Bill Cooley	University of Pittsburgh
Jim Gonzales	Interstate Migrant Education Council
Ellen Marks	Independent Consultant
Louis T. Marsh/Gerald Richardson	FL State Department of Education
G.Y. Morales	TX Region II Education Service Center
Peter Moreno	MN State Department of Education
Troy Rinker	Migrant Student Record Transfer System
John R. Schaeffer	CA State Department of Education
Alex Goniprow	MA State Department of Education

Members of the Research Triangle Institute and Westat, Inc., team, in addition to those listed as authors, included: Barbara Elliott, Jean Service, Marie (Pat) Pattillo, Jack Shirey, Sheila Johns, Karen Mowbray, Kathleen Mohar, Frank Arnot, Babette Gutmann, Allison Henderson, Janie Funkhouser, Mary Moore, Lana Muraskin, Adrienne Von Glatz, Ellen Tenenbaum, and Saunders Freeland.

J. Lamarr Cox
Project Director

Table of Contents

EXECUTIVE SUMMARY i

I. INTRODUCTION 1
  Purpose of this Study 5
  The Study Design 6
  Organization of this Report 9

II. TARGETING 11
  Size and Characteristics of the Migrant Student Population 12
  Characteristics Associated with Need for Services 16
  Recruitment and Selection for Services 32
  Summary of Targeting Finding 42

III. SERVICES 46
  Services Provided to Migrant Students by MEP 48
  Service to Migrant Students by Other Programs 55
  The Relationship Between "Need" and Service Provision 66
  Program Coordination 67
  Summary of Service Findings 72

IV. COMMUNICATIONS 75
  How Student Information is Communicated 75
  Use of MSRTS Data 80
  Adequacy of Current Communications 83
  Summary of Communications Findings 86

V. ADMINISTRATION 88
  Administration at the Federal Level 89
  Administration at the State Level 91
  Administration at the Local Level 97
  Expenditures 106
  Types and Degrees of Parental Involvement 114
  Summary of Administration Findings 116

VI. CONCLUSIONS 122

Table of Contents (continued)

List of Exhibits

Exhibit I.1 The Major Migrant Streams 3
Exhibit II.1 Estimated Number and Percentage of Enrolled Migrant Students, by Migrant Status 13
Exhibit II.2 Percentage of Migrant Students, by Teacher Rating of Oral English Proficiency Level 19
Exhibit II.3.a Estimated Number and Percent of Regular School Year K-12 Migrant Students in Various "Needs" Categories, by Currently and Formerly Migratory 23
Exhibit II.3.b Estimated Number and Percent of Summer-Term K-12 Migrant Students in Various "Needs" Categories, by Currently and Formerly Migratory 24
Exhibit II.4.a Estimated Percentage of Regular School Year K-12 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status 29
Exhibit II.4.b Estimated Percentage of Summer-Term K-12 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status 30
Exhibit II.5 MEP Enrollment: Actual and Forecast, 1979-2000 33
Exhibit II.6 Percentage of Migrant Projects, by Reasons Why Projects Do Not Provide MEP Instructional Services to All Identified Migrant Students 40
Exhibit II.7 Typical State Requirements for Project Applications 43
Exhibit III.1.a Percentage of Migrant Students Receiving MEP-Funded Instructional Services, by Instructional Category 50
Exhibit III.1.b Percentage of Migrant Students Receiving MEP-Funded Support Services Categories 51
Exhibit III.2 Percentage of Migrant Students Provided with Special Services Other Than MEP, by Service Provider 57
Exhibit III.3 Of Those Student Receiving MEP Instructional Services, the Percentages Also Receiving Services from Selected Other Service Providers 59
Exhibit III.4 Of Those Migrant Students Not Receiving MEP Instructional Services, the Percentages Receiving Services from Selected Other Service Providers 60
Exhibit III.5 Percentage of Migrant Students Who Did Not Receive Regular Chapter 1, by Reasons Why They Did Not Receive This Service 62
Exhibit III.6 Percentage of K-12 Migrant Students Receiving Any Instructional Service and Support Service, by Number of "Needs" 68
Exhibit IV.1 Typical Turn-Around Time for Receipt of MSRTS Information . 81

Table of Contents (continued)

List of Exhibits (continued)

Exhibit IV.2 Uses of MSRTS Data by State Migrant Education Programs (Excluding Statewide Counts for Federal Funding) 84

Exhibit V.1 State Priorities Regarding MEP Program Activities, by Number of States Reporting (As One of Top Ten Priorities) and Mean Ranking 93

Exhibit V.2 Number and Percentage of Projects, by Administrative Structure 98

Exhibit V.3 Percentage of MEP Projects Suggesting Various Changes at the Local, State, and Federal Levels 104

Exhibit V.4 Percentage of Projects Suggesting Various Factors That Are Particularly Effective and Should Not be Changed 105

Exhibit V.5 Amount and Percentage of Total State-Level Expenditures Allotted to Various Expenditure Categories (N=51) for the 1988-89 School Year and Summer 1989 108

Exhibit V.6.b Estimated Amount and Percentage of Total Migrant Education Project Expenditures Allotted to Various Expenditure Categories During the Summer Term 111

Exhibit V.6.a Estimated Amount and Percentage of Total Migrant Education Project Expenditures Allotted to Various Expenditure Categories During the 1989-90 Regular School Year 110

Volume I Appendix: Supplemental Exhibits

Descriptive Study of the Chapter 1 Migrant Education Program

EXECUTIVE SUMMARY

Background and Objectives of the Study

The Chapter 1 Migrant Education Program (MEP) is authorized under the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297). This Act provides for grants to state education agencies to fund programs that meet the special educational needs of migratory children of migratory agricultural workers and fishers. The Descriptive Study of the Chapter 1 Migrant Education Program was a three-year contract sponsored by the U.S. Department of Education (ED), Office of Policy and Planning. The overall objective of the study was to develop a description of the Migrant Education Program (MEP) that is current and nationally representative in terms of the characteristics of the students served, program staffing, and state and local practices for targeting of services, program administration, program services, and program expenditures.

The Study Design

Mail questionnaires, student records, and interviews were used to gather data for this descriptive study. The instruments included the following:

- A State Project Questionnaire mailed to State Directors of Migrant Education (in 51 U.S. political units, including Puerto Rico, the District of Columbia, and all states except Hawaii) to collect data on how MEP is organized, staffed, operated, and coordinated at the state level.
- A Local Project Questionnaire mailed to directors of nationally representative samples of 300 regular school year MEP projects and 200 summer-term projects to collect data on the general characteristics of the student populations, the nature and extent of MEP service delivery, and local staffing and funding.

- A Basic Student Form used to record student-specific data concerning demographics, academic status and need, migratory status, school enrollment and attendance patterns, parental involvement, and MEP and other compensatory services received for nationally representative samples of 1,889 regular school year and 1,331 summer-term migrant students.
- A Site Observation Record Form used to record interview data from project, school, and community agency staff and representatives of parent groups at 150 of the sites where Local Project Questionnaire data were collected.
- Intensive Case Study Reports of interviews with state and local personnel in 25 local projects in six selected states.

The project and student instruments were administered in regular school year projects to collect descriptive data as of March 1, 1990, and in summer-term projects to collect data as of the end of the second week of delivery of services at each of the projects. Student-specific Migrant Student Record Transfer System (MSRTS) data were used to expand the student data base by adding information (e.g., health information, school history) not necessarily available at the time of data collection for this study to the local migrant projects where student data were collected. Also, MSRTS general descriptive data were used to provide additional for the study's data by permitting a comparison with full, unduplicated-count regular school year and summer-term data, and MSRTS population data were used to develop migrant student population projections.

Organization of the Full Report

Volume I of this report presents study findings concerning migrant student characteristics and MEP targeting, services, communications, administration, and expenditures. Summary reports of the intensive case studies are provided as Volume II. Technical Appendices (in Volume III) supplement the main report by providing details of the study methodology and presenting selected reference materials.

Summary of Major Study Findings

- Demographic Characteristics of the Migrant Student Population:
    - Roughly 1 percent of the students enrolled in U.S. public elementary and secondary schools were eligible for MEP services. The total 1990 migrant student enrollment of 597,000 is expected to increase approximately 32 percent to 790,000 by the year 2000. This increase to approximately 1.2 percent of the elementary and secondary school enrollment is attributable, at least in part, to the greater effort being made to identify migrant youth ages 3 and 4 and 18 through 21 as a result of the 1988 legislation that included these youth in the MEP funding allocation formula.
    - Almost 40 percent of the 1990 regular school year migrant student population was currently migratory (i.e., they had moved within the preceding year). Nearly three-fourths of the population of migrant students enrolled in school during the regular school year were Hispanic; almost 30 percent were born in Mexico.

- School Enrollment and Attendance of Migrant Students:

Almost one-fourth (23 percent) of regular school year migrant students did not enroll in school until more than 30 days after the school beginning date. Many of these late enrollments undoubtedly represent transfers from other schools. However, some likely represent delayed entry resulting from extended summer migration patterns.

- Migrant Student Needs:
    - Nearly 75 percent of migrant students exhibited two or more of eight selected indicators of educational or economic need (e.g., behind grade level, high absentee rate, eligible for free or reduced-price meals, low achievement). Twenty-five percent, or approximately 112,000 regular school year migrant students, exhibited five or more of the needs. Summer-term students appeared to exhibit fewer of the needs, with about 12 percent exhibiting five or more. Most of the educational need was related to deficiencies in language or reading.
        - Based on teacher ratings, roughly 40 percent of migrant students lacked proficiency in oral English to such an extent that it interfered with their classroom work. A small but significant percentage, particularly in summer-term projects, could neither speak nor understand English.

  - Based on teacher judgments, about half of the regular school year currently migratory students achieved at below the 35th percentile in reading and other language arts. For regular school year formerly migratory and summer-term currently migratory students, this figure was about 40 percent. About 20 percent of summer-term formerly migratory students achieved at below the 35th percentile. The mathematics achievement level of all categories of migrant students was considerably higher (i.e., near the national norm).

- Relationship Between Migrant Student Need and Length of Time Settled Out:

  - There was evidence that the educational and related services needs of formerly migratory students decrease the longer they are settled out (e.g., for regular school year students with more than five years since their last qualifying move, only 16 percent exhibited five or more of the eight needs; for students whose last move was no more than two years previous, this figure was 31 percent).

  - However, there also was evidence of continuing special needs. Formerly migratory students in regular school year projects continued to show high incidence of educational need in the areas of language and reading according to teacher judgments. Also, local project coordinators in 60 percent of the MEP projects considered the needs of formerly migratory students to be somewhat or much greater than the needs of nonmigrants.

- Selection of Migrant Students for Services:

  - About one-fourth of regular school year projects and one-third of summer-term projects reported providing MEP instruction to all eligible students. These usually were projects with relatively high concentrations of migrant students. The remaining projects reported serving only selected students.

  - Reasons given by projects for NOT providing MEP instruction to some eligible students, in order of prevalence, were: (1) the students lacked demonstrated special need, (2) their needs were being met by other programs, (3) there were insufficient funds or insufficient staff to provide services to all students in need, and (4) services were offered only in those schools or age or grade levels with high concentrations of migrant students. The first two of these reasons appear to meet the intent of the regulation that states that priority be given "in consideration of all programs that...other agencies offer." Similarly, the third and fourth reason appear in keeping with the regulation that states that projects be "of sufficient size, scope, and quality" to address children's needs.

- Numbers of Students Receiving MEP Instructional and Support Services:

  -- Just over 80 percent of migrant students enrolled in school during the regular school year reportedly received MEP instructional or support services (other than identification, recruitment, and entry into MSRTS); 60 percent of currently migratory and 50 percent of formerly migratory students in these projects received MEP instruction.

  -- The most prevalent MEP instructional services provided to migrant students, based on numbers served, were supplemental instruction in reading, other language arts, and mathematics. While this instruction in reading and other language arts reflects the need identified by teachers, the emphasis on mathematics instruction appears to have limited support based on need. One reason reported by some projects for providing mathematics instruction was that language instruction needs were being met by other programs. The major MEP support services were medical and dental screening and treatment, home-school liaison, and guidance and counseling. These services appear to be well-supported by the indicated needs.

  -- The percentage of currently migratory students receiving MEP instruction during the regular school year was somewhat higher than the percentage of formerly migratory students. While project personnel generally indicated that priority was given to currently migratory students, they also noted that their formerly migratory students also had considerable needs that were not being met by other programs. Furthermore, they noted that formerly migratory students tended to be concentrated in the same schools and grade levels as currently migratory students and that, once services were made available (e.g., a teacher or aide hired) at a particular location, it was cost-effective to provide the service to all eligible migrant students who needed the service.

  -- About half of the regular school year projects and almost three-fourths of the summer-term projects reported offering MEP services to preschool students. About half of both the regular school year projects and summer-term projects reported currently offering MEP services to age 18-21 students.

- Delivery Method for MEP Instructional Services:

  -- For those regular school year students who received MEP instructional services, the average amount of service was 4 hours per week for 32 weeks. For those summer-term students receiving MEP instruction, the average per student was about 18 hours per week for 6 weeks.

- The predominant delivery methods for MEP instruction in regular school year projects were the use of additional teachers or aides to assist in the regular classroom and pull-out of migrant students from the regular classroom for supplemental instruction. The primary delivery method in summer-term projects was to serve students in classes mainly composed of migrant students.

- Service Provision to Migrant Students by Other Special Programs:

  - Because regular school year migrant students participated in a total school program of which MEP generally was only a small part, their assignment to specific programs and services generally was determined by their relative need and the range of services available at the school. In addition to the regular school program, about 29 percent of regular school year migrant students were reported to receive compensatory instructional services other than MEP. About 24 percent of regular school year migrant students reportedly received regular Chapter 1 instruction.

  - For the estimated 76 percent of migrant students who did not participate in regular Chapter 1, the major reasons for nonparticipation were: noneligibility based on academic achievement level (about 40 percent), enrollment in schools or grade levels where Chapter 1 Basic Grant services are not offered (about 40 percent), and participation in other programs (about 16 percent).

  - About 71 percent of regular school year migrant students reportedly did not receive instructional services from any compensatory program other than MEP.

- Relationship Between "Need" and MEP Service Provision:

  There was evidence that regular school year MEP services were directed toward needy students (e.g., students with one or more indicators of need were twice as likely to receive MEP services as those with no perceived needs). Students were more likely to be served in schools and grade levels with the largest concentrations of migrant students. In situations where only a few migrant students were enrolled in a particular school or grade, needy students were, for economic reasons, more likely to be served by some other compensatory service or not at all.

- Coordination Between MEP and Other Programs and Service Delivery Agencies:

  Over 60 percent of both regular school year and summer-term projects reported that they coordinated with and referred migrant students in their service areas to other private or community agencies for needed services. The primary services provided by such agencies were health and other support services.

- How Migrant Student Information was Communicated:

  - Because local MEP services usually were offered in a school setting, communications regarding information about individual migrant students generally followed the procedures used by the school for all students. Obtaining needed student information from prior schools usually was not the responsibility of MEP staff but was handled by the school or district personnel who obtained school records for all incoming students. Thus, a school or district procedure, rather than a program-specific procedure, typically was used.

  - In most projects, the MSRTS was not the primary system used to obtain needed migrant student academic and health information. However, MSRTS typically was one source of information, particularly concerning MEP eligibility and migratory status. The primary reason reported for limited use of MSRTS was the relatively small role that MEP played in most school districts.

- Uses of MSRTS:

  - Local project personnel expressed concerns about the timeliness of the receipt of MSRTS information. The mean reported turnaround time for receipt of requested MSRTS data by school MEP personnel was six days for regular school year projects and seven and four-tenths days for summer-term projects. Most of this delay was reported to result from the lack of local MSRTS terminals, which required transmittal of the data to and from a remote terminal via FAX or mail.

  - About one-third of the local MEP projects and most SEAs reported using MSRTS data for multiple purposes. In most projects, the relationship between the number of students entered in MSRTS and project funding was apparent and staff tended to see MSRTS as critical for that purpose.

- The Federal Program Role:

  Although the Office of Migrant Education (OME) reported the primary federal program role to be the review of state applications and provision of funding based on those applications, OME also identified a number of other areas of responsibility (e.g., evaluation, training, policy development). According to OME staff, recent personnel, organizational, and funding changes have enhanced OME's capability for providing needed assistance to states and local projects.

- State Perceptions of Federal Role:

  State-level MEP personnel tended to see the federal government primarily as a funding agent. The primary state-level suggestions for change at the federal level were for increases in funding or changes to the funding formula.

- General Administration of MEP at the State Level:

  -- Fifteen of the 51 states employed State Directors whose sole responsibility was to direct the MEP. The remaining states employed State Directors who spent an average of 37 percent of their working time on MEP. In the latter states, the State Directors typically also were responsible for other compensatory programs.

  -- The primary MEP activities undertaken at the SEA level, based on the amount of staff time reported to be spent on each activity, were monitoring local project operations; preparing state MEP grant applications; and determining program requirements, objectives, and priorities. States used a range of procedures to ensure local compliance with major legislative and regulatory requirements. These included project monitoring; providing workshops, inservice training, and technical assistance; and using grant application forms that describe compliance requirements and require signed assurances.

  -- States reported state-level MEP expenditures for the 1988-89 school year (including the 1989 summer term) of $21 million. This included funding from all sources (e.g., MEP funds, Chapter 1 state administrative funds, general revenue state funds, carryover funds) but excluded funds provided through subgrants to local projects.

-- States reported the sources of state-level administrative funding for MEP to be Chapter 1 State Administration setaside, MEP funds, and general state revenue. States reported the reasons for using other than Chapter 1 State Administration setaside funds to be (1) that these funds were not sufficient and (2) that because part of the "administrative" responsibility was to provide needed services to local projects and students, MEP funds should be used to fund such activities.

- State MEP Priorities:

Although state MEP priorities generally reflected federal priorities (e.g., priority to the currently migratory students and to students with the greatest need), some states developed more specific priorities based on statewide needs analyses or an attempt to integrate MEP with other available services. For example, to the extent that the regular Chapter 1 emphasis in a state was on language arts, the MEP priority might be on instruction in mathematics.

- General MEP Administration at the Local Level:

-- About 80 percent of the local MEP projects were administered by individual school districts and roughly 15 percent were administered by a regional office of an SEA; most of the remainder were administered by a coalition of school districts. The organization of school systems in a state was the largest single determinant of the administrative arrangement for MEP projects.

-- The two major staffing positions in MEP projects were teachers and aides. These two categories accounted for well over half of the total local project positions funded by MEP.

-- In general, local MEP project staff reported having positive relationships with their state (or regional) migrant offices; for the most part, state and regional offices were seen as valuable and helpful. The primary need for change suggested by local project personnel was for an increase in funding and resources.

-- The total MEP budget for local projects, based on the budget amounts reported by individual local projects, was just under $300 million. Local projects reported receiving in-kind contributions, gifts, and other assistance valued at about $11 million.

- States used a range of factors to determine the levels of funding for local MEP projects, the first being the amount of funds available for distribution. Other reported factors included FTE counts of migrant students, ratio of currently migratory to formerly migratory students, extent of indicated need, numbers of preschool or secondary students to be served, and availability of local resources.

- Parental Involvement in Migrant Students' Education:
  - Forty-eight states reported having statewide MEP advisory councils or parent organizations. The primary reported activities of these statewide organizations were reviewing and providing input into the state migrant plan; reviewing and providing assistance with other aspects of the state's MEP; and planning, sponsoring, or assisting with activities for migrant parents.
  - About 96 percent of the local projects reported having an MEP parent advisory council (PAC). The primary actions taken by these PACs during the past year, as reported by representatives of parent groups, were receiving information about the program; receiving parenting instruction; participating in program planning; and raising funds for scholarships, supplies, or events.

Conclusions

The study findings lead to several conclusions regarding the migrant student population and Chapter 1 MEP targeting, services, communications, and administration.

Targeting of Children for Services

Several issues relate to the targeting of migrant students for services and should be considered in examining options for ensuring that those most in need are served. Among these issues are the fact that the proportion of currently migrant students serviced is not much greater than that for those who are settled out. This concern may imply that a greater priority (and possibly incentive) be established to promote services to currently migrant children.

- The migrant student population, with its special needs, will continue to be a significant concern, particularly to school systems in rural, agricultural areas, as it is projected to increase in size by 32 percent from the 1990 estimated total of 597,000 to an estimated 790,000 in the year 2000. Of those, around 40 percent will be currently migrant. The increase is attributable, at least in part, to the greater effort being made to identify migrant youth ages 3 and 4 and 18 through 21 as a result of the 1988 legislative amendments that included these youth in the MEP funding allocation formula.

- Almost one-fourth of regular school year migrant students did not enroll in school until more than 30 days after the school beginning date. Many of these late enrollments undoubtedly represent transfers from other schools. However, some likely represent delayed entry resulting from extended summer migration patterns.

- The migrant student population exhibits substantial indications of need for special instructional and other education-related services, with at least one quarter of the population exhibiting the characteristics of students who are at severe educational risk. While in some areas (e.g., physical disabilities), their need for services appears similar to the general student population, in others (e.g., limited English proficiency) they exhibit proportionately greater extent of need.

- The needs for special instructional and other education-related services decrease the longer migrant students are settled out; however, formerly migrant students continue to exhibit elevated levels of need. The need for some special instructional services among formerly migrant students, particularly in language and reading, continues to be high.

- Regular school year MEP projects are targeting services to migrant students with greatest needs, in that somewhat higher percentages of currently migratory students are served than formerly migrant students; yet, the emphasis on services to currently migrant students is not as pronounced as one might expect based on the emphasis in the law and regulations. The percentage of currently migratory students served is only somewhat higher than the percentage of formerly migrant students served.

- The requirement that needs assessments for local MEP project funding must be carried out one year in advance of offering services can limit the flexibility of some projects to provide services that fully address the needs of their students. The problem is less when the number of migrant students to be served and their needs vary little from one year to the next, than when there is an unanticipated increase in the number of students needing services or when current students have need for services quite different from students in prior years.

- Economies of scale limit the flexibility of MEP projects to provide needed services in grades and schools with low concentrations of migrant students. To maximize limited resources, local MEP projects tend to focus their efforts on schools and grades with higher concentrations of migrant students. As a result, MEP services may not be offered to some needy students in grades or schools with low concentrations of migrant students. In such cases, the special needs of these students are met either by other special instructional and support service programs (e.g., regular Chapter 1, Title VII) or not at all.

- Migrant students with a moderate level of need for special services (i.e., one or two indicators of need) were just as likely to receive MEP instructional services as students with greater levels of need (i.e., three, four, or five indicators of need). This may be due to the fact that most projects offered instructional services in the schools and grades with the larger concentrations of migrant students. Thus, although most needy students enrolled in these schools and grades received services, the extent of need, above a certain threshold, had little influence on selection for services.

Services

Although the MEP is intended as a program of last resort, it is often used as a service of first resort. Among those migrant children who are served, the MEP is often offered in place of other extant compensatory or supplemental services because, due to state and local decisions, the latter services are not offered in the child's school or grade. And, indeed, the level or intensity of supplementary services is not always based on need. Current efforts are underway, at the Federal level, to coordinate MEP and Chapter 1 services. The promotion of improved targeting at the state and local levels may be worth consideration.

- Regular school year MEP projects rely heavily on pull-out and additional teachers or aides in the regular classroom for delivery of services. Both pull-out and aides or additional teachers tend to be less costly than some other service delivery approaches and are appropriate under certain circumstances, for example, where only a few students need a particular service or when students with special needs are present in the school for only a short time. However, the rather high percentage of regular school year MEP projects reporting use of these approaches for more than three-fourths of the migrant students served suggests that projects may be relying too much on these service delivery modes rather than other modes such as whole class and extended day instruction.

- The findings regarding average hours of MEP instruction provided to migrant students (four hours weekly for 32 weeks during the regular school year and about 18 hours weekly for six weeks during the summer term) indicate that the intensity of services offered represents a reasonable program emphasis considering the other regular and special programs available to students.

- MEP serves a large number of students whose special educational needs are not being met by any other program; MEP was the only source of compensatory instructional services for 71 percent of regular school year migrant students. The major program other than MEP that serves migrant students is regular Chapter 1; about one quarter of regular school year migrant students received regular Chapter 1 services.

- In some schools, and at certain grade-levels in others, MEP project services are the only special instructional services available to address the needs of migrant students. When the directors of local projects who reported that some of the migrant students did not receive regular Chapter 1 services were surveyed regarding the reasons why this occurred, 30 percent stated that some students were determined not eligible because their test scores were too high; 24 percent said that some students do not receive these services because regular Chapter 1 services were not offered in the school; 16 percent said such services were not offered at the students' grade-level; 10 percent said that some students were determined not eligible because they were not recommended for services by their teacher; 8 percent said some did not receive regular Chapter 1 services because they were already receiving MEP services; and small percentages gave other reasons such as students are receiving services from other special programs.

- Regular school year currently migrant students were almost twice as likely not to receive regular Chapter 1 services because they were enrolled in a school or grade that did not offer these services (32 percent) than were regular school year formerly migrant children (18 percent). Of those projects that reported that some currently or formerly migrant students did not receive regular Chapter 1 services because they were not offered in the students' schools or grade-levels, this was often because the students were enrolled in a middle or high schools, fewer of which offer regular Chapter 1 services. However, there were also elementary schools that either did not offer regular Chapter 1 (because too few of their students qualified or because the schools did not receive regular Chapter 1 funding) or offered these services only at certain grade-levels. Evidence from the case studies suggests that services from other special programs (e.g., federal/state-funded services for limited-English-proficient students, state compensatory education) similarly were not available to migrant students in certain grades and schools.

Communications and Administration

Serious attention should be given to the use of the Migrant Student Record Transfer System (MSRTS) as a means of tracking student placement and status. Because it is used by less than half of both regular school year and summer projects, incentives to encourage local MEP providers to want to use the system should be examined. At the same time, however, local migrant programs work well in identifying outside sources to expand the range of services available to their students.

- Local MEP projects use the Migrant Student Record Transfer System (MSRTS) principally as a means for ascertaining the migrant status of newly arrived students. Less than a third of the regular school year projects report using MSRTS records for student's grade-level placement, determining need for particular instructional or support services, or determining the number of credits needed for graduation for secondary students. Slightly more summer MEP projects, but still less than 50 percent, use MSRTS for these purposes.

- MEP projects appear to be effective in tapping into private sources and other public agencies to expand the types and amounts of services for migrant students. Over 60 percent of both regular school year and summer-term projects reported that they coordinate with and refer migrant students in their service areas to other private or community agencies for needed services.

I. INTRODUCTION

The transiency of children of migratory agricultural workers and fishers results in many education difficulties, including lack of continuity and disruption in instructional services, and problems integrating with and being accepted by non-migrant student peers. In addition, many migrant students come from economically disadvantaged homes, with attendant lack of home educational opportunities, and a significant proportion of these students are limited-English-proficient and in need of special English-language assistance. While migrant students share these and other education-related difficulties with other disadvantaged student populations, the impact of these factors on their education is compounded by their mobility.

In recognition of the special education-related needs of migrant children, Congress first authorized the federal Migrant Education Program in November 1966 through P.L. 89-750, an amendment to Title I of the Elementary and Secondary Education Act of 1965. Currently, the Migrant Education Program (MEP) is authorized under the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297).

There are several features of the MEP, and of the students it serves, that set it apart from other federally sponsored education programs and their client populations. These include the organization of the migrant work force into three "streams" or patterns of annual migration; differences in the operations of Chapter 1 MEP in "sending" states and "receiving" states; the eligibility of formerly migrant as well as currently migrant students for Chapter 1 MEP services; and differences between local MEP project operations and services during the regular school year and the summer term. In order to provide a better basis for understanding the findings presented in subsequent chapters of this report, we briefly describe these distinctive features of the migrant population and the Chapter 1 MEP here.

Migrant Streams

There are three general routes that migratory agricultural workers and fishers annually travel in search of work in the United States. These three routes, shown in Exhibit 1.1, are referred to as the Western stream, the Central stream, and the Eastern stream. At the beginning of these streams are the three states that are home to the largest proportion of the migrant population: California, Florida, and Texas. Each year, migrant families leave their homes in these and neighboring states to travel north in search of work, returning to their homes as the working season comes to a close. Within each stream, individual migrant families often return to the same locations year after year for work. As a result, schools and local MEP projects in these locations serve many of the same migrant students from year to year.

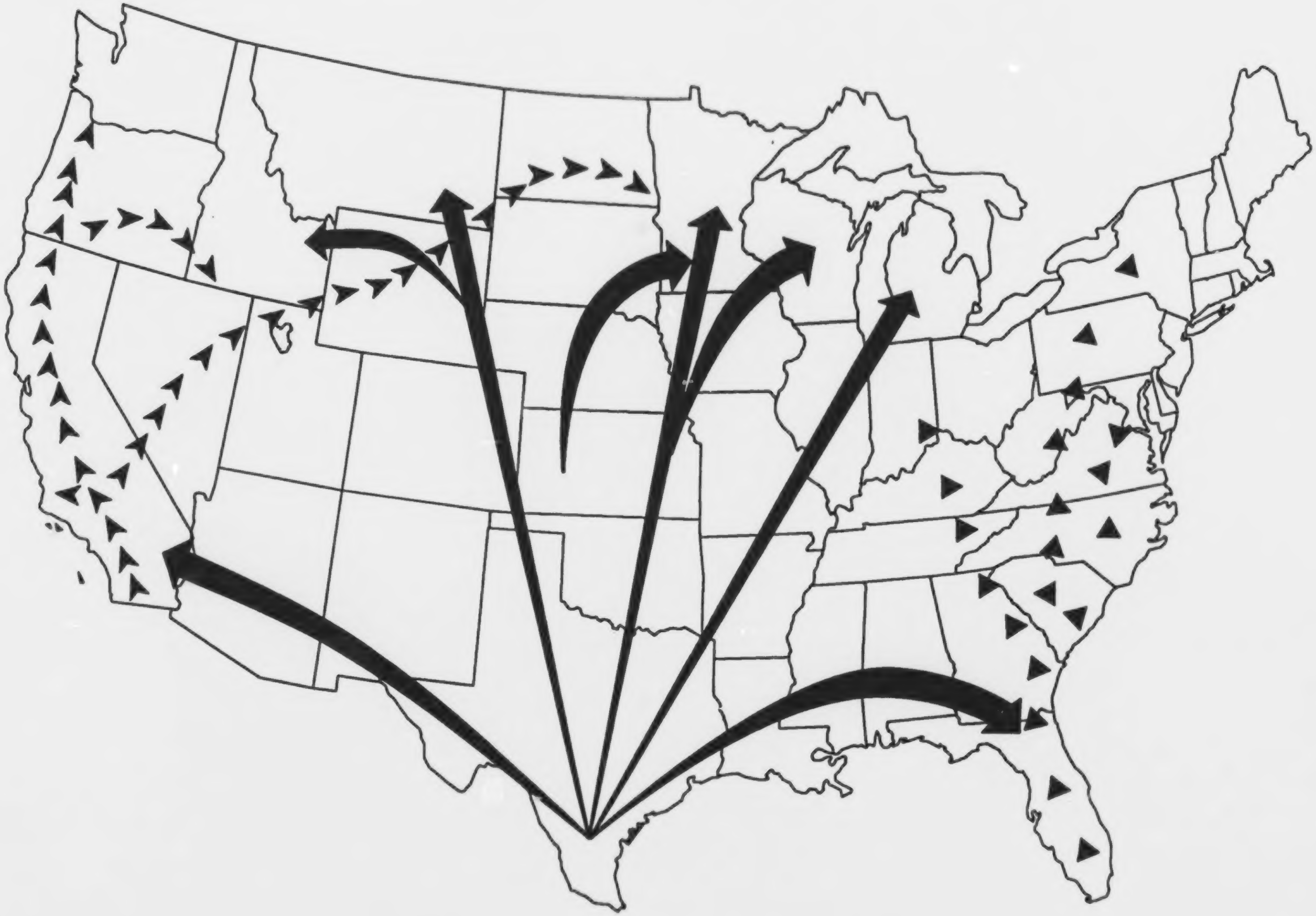
Sending and Receiving States

States at the southern ends of the migrant streams, in which migrant families reside when not traveling in search of work, are termed "sending" states; states to which migrant families travel for work are known as "receiving" states. Because sending states are the home base for migrant families, they typically have significant numbers of migrant students in need of services both during the regular school year and the summer term. Thus, local Chapter 1 MEP projects often operate on a year-round basis. However, in receiving states and particularly in those at the northernmost ends of the migrant streams, the presence of migrant students is more of a seasonal phenomenon. In some states, and in some locations with states, there may be a need for MEP services only during the summer term. In others, there may be periodic need for MEP services during the regular school year as well. This difference in the demand for MEP services between sending and receiving states has important implications for program administration, operations, and costs, as discussed in subsequent chapters of this report.

Currently Versus Formerly Migrant Status

The Chapter 1 MEP is intended to provide services both to students who are currently migratory and to students who were formerly migratory for a certain period after they have stopped moving. This aspect of the program is based on the observation that the special

Exhibit 1.1
The Major Migrant Streams



Taken From:
Analysis of Migration Characteristics of Children Served Under the Migrant Education Program
Washington; U.S. General Accounting Office, May, 1983.

education-related needs of migrant students persist for some years after they have ceased to move. A student eligible for MEP services is defined in Section 201.3 of the Chapter 1 regulations as follows:

> A currently migratory child is one whose parent or guardian is a migrant agricultural worker or a migratory fisher and who has moved from one school district to another during the previous 12 months for the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. A formerly migratory child is one who was eligible to be counted as a currently migratory child within the past five years but is not now a currently migratory child, lives in an area served by the agency carrying out a Chapter 1 migrant program or project, and has his parent's or guardian's concurrence to be considered a migratory child.

Although both currently and formerly migrant students are eligible for MEP services, the law and regulations give priority to serving needy currently migrant students before needy formerly migrant students.

Regular School Year and Summer-term MEP Projects

As noted above, the Chapter 1 MEP provides services to migrant students both during the regular school year and during the summer term. During the regular school year, local MEP projects operate to meet those education related needs of migrant students that are not met either by the general curriculum and support services of the school in which students are enrolled or any special instructional services the school may offer to meet the needs of nonmigrant as well as migrant students. Thus, MEP services supplement the regular school services available to all students.

During the summer term, when neither the general school program nor other special programs typically are offered, local MEP projects may provide the only instructional and support services available to migrant students. As a result, summer-term MEP projects often provide services that, during the regular school year, would be handled by the school system (e.g., general education courses, meals, transportation) or other special programs (e.g., bilingual education).

An additional difference between regular school year MEP projects and summer-term MEP projects concerns student participation. Whereas enrollment and attendance in school for migrant students during the regular school year is compulsory, as it is for all students, participation at summer-term MEP projects is voluntary. This difference makes the recruitment of migrant students into the program more difficult, and results in lower attendance rates during the summer term.

Purpose of this Study

The Migrant Education Program has grown substantially over the years, both in terms of budget and numbers of students served. In the initial program year (FY 1966), with an appropriation of $9 million, some 50,000 children were served by the program. By 1988, the MEP had an annual budget in excess of $268 million and provided instructional and support services to more than 300,000 children. This growth of the program, both in numbers of students served and, in particular, in expenditures, raises many questions. For example, whom is the program serving?; are the neediest students being targeted for services?; what kinds of services are being provided and at what cost? The primary objective of the present study is to provide answers to these and related questions about the Chapter 1 Migrant Education Program.

As Congress prepares for hearings on the reauthorization of MEP and a Congressionally mandated national commission is examining the program, the need for accurate, up-to-date information is critical. Noting that ten years had passed since the last major national study of MEP[1] and, thus, that much of the information available to address these issues was out of date, the United States Department of Education (ED), Office of Policy and Planning sponsored this descriptive study. The overall objective of the study is:

> ...to develop a description of the Migrant Education Program (MEP) that is current and nationally representative in terms of the characteristics of the students served, program staffing, and state and local practices for targeting of services, program administration,

---

[1] Comprehensive Summary: Study of the ESEA Title I Migrant Education Program. Research Triangle Institute, March 1981.

staffing, and state and local practices for targeting of services, program administration, program services, and program expenditures.

To meet the overall objective, the study addresses research questions that were organized into four substantive themes:

- Targeting: What are the characteristics of migrant students? To what extent does the program serve the migrant students targeted by the legislation?
- Services: What services are provided by MEP? What is the relationship between service provision and participant needs? To what extent do the type, intensity, and amount of MEP instructional and support services meet the needs of migrant students? To what extent are they likely to meet those needs in the future?
- Communications: To what extent does the flow of information about MEP students facilitate the delivery of appropriate educational and support services?
- Administration: To what extent do existing MEP administrative structures and procedures facilitate meeting program objectives? What are the patterns of MEP expenditures at the project and program levels, focusing on per-pupil costs of instructional and support services and costs of project administration and program coordination?

The Study Design

This descriptive study of the Chapter 1 Migrant Education Program was conducted over three years. The first year was devoted to refining the study design and developing the data collection instruments. During the second year, data were collected at the state, local project, school district, and student levels. During the third year, data analysis and report preparation were completed.

The primary data sources for the study were:[2]

- State Project Questionnaire (SPQ): A mail questionnaire to State Directors of Migrant Education in Puerto Rico, the District of Columbia, and all states except Hawaii to collect data on how MEP is organized, staffed, operated, and coordinated at the state level.

---

[2] The instrument response rates for the various data collection instruments ranged from 90 to 100 percent. The response rates for items within instruments also was quite high; most items were completed for 95 percent or more of the sample members.

- Local Project Questionnaire, Regular School Year (LPQR): A mail questionnaire to directors of 300 regular school year MEP projects to collect data on the general characteristics of the student populations, the nature and extent of MEP service delivery, and local staffing and funding. These sample projects were representative of the approximately 1,660 local regular school year projects in the nation.

- Local Project Questionnaire, Summer Term (LPQS): A mail questionnaire to directors of 200 summer-term MEP projects to collect data on the general characteristics of the student populations, the nature and extent of MEP service delivery, and local staffing and funding. These sample projects were representative of the approximately 645 local summer-term projects in the nation.

- Basic Student Form (BSF): A form to record data from a review of student records and interviews with school staff concerning a sample of 3,220 students[3] (in 150 of the 500 projects from which Local Project Questionnaire data were collected--89 regular school year projects and 61 summer-term projects) representing the approximately 455,000 migrant students enrolled in regular school year projects and 160,000 migrant students enrolled in summer-term projects. The provided data were student-specific information concerning demographics, academic status and need, migratory status, school enrollment and attendance patterns, parental involvement, and MEP and other compensatory services received.

- Site Observation Record Form (SORF): A form to record interview data from project, school, and community agency staff, and representatives of parent groups (in the 150 local projects in which BSF data were collected). The collected data included qualitative information on local service provision, communications regarding student needs and services, recruitment activities, the nature and extent of parental participation, and the characteristics of the students served.

- Intensive Case Study Reports (ICS): Individual case study reports of interviews with state and local personnel in 25 local projects in six selected states to provide qualitative information to inform the survey findings, address major policy issues, and examine the merits of potential explanatory variables.

---

[3] This total student sample included a regular school year sample (1,889 students) and a summer-term sample (1,331 students). Because some of the same students who are enrolled in school during the regular school year also participate in summer-term projects, and because these were two distinct samples, some students may have been included in both samples.

The Local Project Questionnaire and the Basic Student Form were used to collect descriptive data at two specific points in time--during the regular school year and during the summer term. For regular school year projects, the descriptive project and student data were collected as of March 1, 1990. This date was selected as the time most regular school year projects had reached their peak enrollment of migrant students; i.e., late arrivers had enrolled and spring migration had not yet have begun. For summer-term projects, the descriptive project data and the student data were collected as of the end of the second week of delivery of services at each of the projects. This variable summer date was selected because summer-term projects offer services on varying schedules and, unlike regular school year projects, there was no single point in time at which all summer-term projects were operating.

Three categories of Migrant Student Record Transfer System (MSRTS)[4] data were used to supplement the data collected specifically for this study. First, student-specific MSRTS data were used to augment the data collected on the national student sample of 3,220 students, and provided certain categories of information (e.g., health information, school history) not necessarily available to the local migrant projects at the time of onsite student data collection. The second category comprised general descriptive data from MSRTS on characteristics of the population of identified migrant students. These data were used to compare the student data collected for this study with MSRTS-derived full, unduplicated-count regular school year and summer-term data. Last, MSRTS population data were used in conjunction with other information to develop projections of the size of the country's eligible migrant student population in the next decade. In addition, other recent reports (e.g., prior evaluations, state performance reports) were used to answer several related research questions and to provide comparisons between the current study and available secondary data on other compensatory education programs.

---

[4] The MSRTS is a national computer network that facilitates the transfer of educational and health records among school districts and MEP projects to aid in providing continuity of services to migrant students. Eligibility data from this network also are used as the basis for federal funding.

Because data from MSRTS are used to supplement data collected specifically for this study, we distinguish among three different groups of migrant students in presenting study findings. These three groups are:

- Migrant students enrolled in a public school during the regular school year;
- Migrant students participating in, that is, receiving some services from a Chapter 1 Migrant Education Project, either during the regular school year or the summer term; and,
- Migrant students entered into the Migrant Student Record Transfer System (MSRTS).[5]

Organization of this Report

The balance of this report is a presentation of the study findings. In Chapter II we describe the characteristics of migrant students and the extent to which the MEP serves the migrant students targeted by the legislation. In Chapter III we examine the services provided by MEP and the relationship between service provision and participant needs. In Chapter IV we present study results regarding the communication of information about MEP students and how it facilitates the delivery of appropriate educational and support services. In Chapter V we describe the extent to which existing MEP administrative structures and procedures facilitate meeting program objectives. This includes discussions of program administration at the federal, state, and local levels. In addition, we examine the patterns of MEP expenditures at the program and project levels, focusing on per-pupil costs of instruction and support services and costs of project administration and program coordination. In Chapter VI we present conclusions regarding the migrant student population and the Chapter 1 Migrant Education Program that derive from the study findings.

In the technical appendix to Volume I, we provide additional data exhibits to supplement those included in the text. Volume II comprises summary reports of the 25 intensive case studies conducted as a part of the study activities. Volume III supplements the main body of the report by providing details of the study methodology and presenting selected reference materials.

---

[5] See Volume III, Appendix A for certain limitations on the kinds of students entered into MSRTS on whom data were included in this study.

II. TARGETING

The basic purpose of the Chapter 1 Migrant Education Program is to address the unmet special educational needs of migrant children. Within that general mandate, federal regulations further require that "Children (aged 3 through 21) who have been determined to be currently migratory must be given priority over formerly migratory children in the consideration of all programs and activities" by local MEP projects (Federal Register, October 23, 1989). The clear intent is that the MEP serve those migrant students who have the most need for compensatory instructional and support services not already provided by other programs. Thus, to "target" the intended students requires identifying and recruiting eligible students, determining their special educational needs in light of other services being provided, and providing the needed services to this often transient population.

The nature of the migrant population, however, poses special concerns for "targeting" children for MEP services, in particular for currently migrant children. For example, the movement of migrant families to different locations for work during a given year, as well as from year to year, and differences in the time of arrival in a particular location from one year to the next, make it difficult for MEP staff to locate and identify migrant children. Furthermore, factors such as low educational attainment and strong work ethic among migrant parents sometimes limit the ability of these parents to see the value of schooling over immediate employment for their children, which in turn impedes recruitment efforts. Similarly, the limited English proficiency of many migrant parents and children, as well as delays in obtaining records of the children's prior schooling complicates the task of assessing migrant children's needs for special education-related services and providing the appropriate mix of services.

In this chapter we present study results concerning the size and characteristics of the migrant student population, as well as the incidence in this population of characteristics associated with need for special educational services. In addition, we discuss how migrant students are recruited and selected for service, and summarize other important targeting findings.

Size and Characteristics of the Migrant Student Population

Roughly 1 percent of the students enrolled in U.S. public elementary and secondary schools were eligible for MEP services. The total 1990 migrant student enrollment of 597,000 is expected to increase approximately 32 percent to 790,000 by the year 2000. This increase to approximately 1.2 percent of the elementary and secondary school enrollment is attributable, at least in part, to the greater effort being made to identify migrant youth ages 3 and 4 and 18 through 21 as a result of the 1988 legislative amendments that included these youth in the MEP funding allocation formula.

Almost 40 percent of the 1990 regular school year migrant student population was currently migratory (i.e., they had moved within the preceding year). Nearly 75 percent of the population of migrant students enrolled in school during the regular school year were Hispanic; almost 30 percent were born in Mexico.

To develop a picture of the size and characteristics of the migrant student population, data were collected on a nationally representative sample of 3,220 migrant students: 1,889 regular school year students and 1,331 summer-term students. As discussed in Chapter I, the regular school year sample of students represents those identified migrant students enrolled on March 1, 1990, in schools in the service areas of MEP projects. The summer-term sample, on the other hand, represents those students who were enrolled in summer-term MEP projects as of the end of the first two weeks of provision of services by these projects.[1] Analysis of the data from these two samples provided an estimated total of 454,800 migrant students who were enrolled in school as of March 1, 1990, and an estimated total of 160,200 who were participating in 1990 summer-term projects as of the end of the second week of operation of individual summer-term projects (Exhibit II.1).

---

[1] Estimates of migrant student population size based on these two samples are subject to certain caveats. Briefly, the findings presented here represent slight overestimates of the population as compared to the unduplicated numbers from entries of "enrolled" and "resident" students into the Migrant Student Record Transfer System (MSRTS). This is in part due to the fact that some of the same students are in both samples because they were enrolled in school during the regular school year and participated in a summer-term project. See Volume III, Appendix A for a detailed discussion of these and other issues associated with the student samples.

Exhibit II.1

Estimated Number and Percentage of Enrolled Migrant Students, by Migrant Status

Migrant Status	Regular School Year Students N	Regular School Year Students %	Summer-Term Students N	Summer-Term Students %
Currently Migratory	176,060	38.7 (2.1)	71,541	44.7 (2.6)
Interstate Migrant	121,070	68.8 (3.0)	53,317	74.5 (2.4)
Intrastate Migrant	54,990	31.2 (3.0)	18,225	25.5 (2.4)
Formerly Migratory	278,753	61.3 (2.1)	88,675	55.3 (2.6)
Total	454,813	100.0	160,216	100.0

Source: Basic Student Form Item 6.

Note: Standard errors are shown in parentheses.

Of the estimated 454,800 migrant students enrolled in school in the regular school year, 38.7 percent were currently migrant while 61.3 percent were formerly migrant. Among the estimated 160,200 summer-term migrant students, the proportion of currently migrant students was somewhat higher (44.7 percent) and the proportion of formerly migrant students correspondingly lower (55.3 percent).

Demographic Characteristics

There were no major differences in demographic characteristics between regular school year and summer-term migrant students. Information on regular school year students is presented below.

- The population is estimated to be approximately 52 percent male and 48 percent female.

- The race and ethnicity distribution is estimated to be:

--	American Indian or Alaska Native	0.6 percent
--	Asian or Pacific Islander	3.7 percent
--	Black, not of Hispanic origin	2.8 percent
--	Hispanic	73.5 percent
--	White, not of Hispanic origin	19.5 percent

- The reported countries of birth were:

--	USA	67.0 percent
--	Mexico	28.6 percent
--	Other	4.4 percent

- The reported ages were:

--	Age 6 and younger	11.4 percent
--	Age 7 through 12	52.4 percent
--	Age 13 and older	36.2 percent

- The reported grade levels were:

--	Pre-K and K	11.5 percent
--	Grade 1-6	56.2 percent
--	Grade 7-12	32.3 percent

Of particular note is the finding that the proportion of Hispanic students in the regular school year migrant student population (estimated 74 percent) is significantly higher than the proportion of Hispanic students in the general student population in project service areas (estimated 23 percent; see Exhibit A.1 in the Volume I Technical Appendix).

The data from the intensive case studies generally confirmed the survey data concerning migrant student characteristics. However, the case studies also provide examples of how the migrant student population at individual local projects can look dramatically different from the picture presented by national averages. For example:

- Among migrant students in one large regional project composed of several school districts, the largest segment was Hispanics, followed by Asians, Native Americans, and whites. However, the distribution of these groups within the constituent school districts varied widely. While most of the districts in the region had Hispanic majorities, one district had 1,000 Hmong and very few Hispanics and another had a Punjabi majority.

- In another project, the overwhelming majority of the migrant students were Vietnamese. These were predominantly formerly migratory, in the second year of program eligibility. At the time of the visit, there were only five currently migratory students. Typically the families of these students had come from Vietnam, moved to a large city in the southeastern U.S., and then moved to their current location for fishing.

- The migrant students in another project were primarily white with about 20 percent Native Americans.

Additional details concerning migrant student characteristics are provided in Exhibits A.2 through A.6 of the Volume I Technical Appendix. These data are in general agreement with related MSRTS data.

Characteristics Associated with Need for Services

Almost one-fourth (23 percent) of regular school year migrant students did not enroll in school until more than 30 days after the school beginning date. Many of these late enrollments undoubtedly represent transfers from other schools. However, some likely represent delayed entry resulting from extended summer migration patterns. Migrant students also exhibited a high level of educational and economic need, with nearly 75 percent of regular school year migrant students showing two or more indicators of education-related needs. Most of the educational need was related to English proficiency and reading ability.

There was evidence that the educational and related services needs of formerly migratory students decrease the longer they are settled out. However, there also was evidence of continuing special needs. Formerly migratory students in regular school year projects continued to show high incidence of educational need in the areas of language and reading, according to their teachers. Also, local project coordinators in 60 percent of the MEP projects considered the needs of formerly migratory students to be somewhat or much greater than the needs of nonmigrants.

Certain characteristics of migrant students, including mobility, English-proficiency, disabilities, and gifted and talented status, indicate need for special services.

Delayed Enrollment and Mobility

Most migrant students (64 percent of regular school year and 59 percent of summer-term) had enrolled in the schools which they were attending at the time of data collection for this study on or before the beginning date of school (Exhibit A.7.a). However, a sizeable percentage (23 percent) of the regular school year students did not enroll in school until more than 30 days after the school beginning date. Although many of these late enrollments undoubtedly represent transfers from other schools, some are likely to represent delayed entry resulting from extended summer migration patterns. Such a conclusion was supported by intensive case study evidence that showed that migration to harvest summer crops commonly resulted in late enrollment in school.

As might be expected, regular school year currently migratory students were significantly more likely than formerly migratory students to enroll after the beginning date of school (54 percent of currently migratory students versus 24 percent of formerly migratory students) and were more likely to enroll more than 30 days after the school beginning date

(38 percent of currently migratory students versus 14 percent of formerly migratory students).

During the regular school year, older students (age 13 and above) and students at higher grade levels (grade 7 and above) were less likely than younger migrant students to enroll late; that is, only about half as many of the older students enrolled more than 30 days after the school beginning date (Exhibits A.7.b and A.7.c). In short, the data indicate that older migrant students do not move from school to school as often as younger migrant students, a finding supported by intensive case study evidence that many older students stay behind in school while other family members follow the migratory stream.

Staff interviewed at the case study sites described the typical patterns of migration that affected the length of enrollment of migrant students at their sites. As the examples below reveal, some reported that students in their projects experienced very little educational disruption, while others reported that students experienced a great deal of disruption.

- In one project in an Eastern-stream receiving state, migrant families used the town as their home base and moved primarily during the summer months to pursue agricultural or fishing activities. Very few of the migrant students experienced educational disruption, and the harvest period was even seen by school personnel as a positive, family-oriented activity because parents and their children worked together.

- In one Western-stream project, growing seasons varied by crop and migrants typically were employed from March or April through October. Following that period, migrant families usually traveled to Mexico, Texas, Arizona, or the southernmost parts of the state. Many families moved every other year rather than every year, but the children continued to experience educational disruption because, more often than not, they did not receive schooling while in Mexico.

- In another Western-stream project, school staff reported that in recent years, migrant students were arriving in the district closer to the beginning date of school and were staying later into the school year. They ascribed this change to the perception among migrant parents that school was important and to perceptions among older students that enrolling in and completing courses for graduation was important. In many families, workers left for work earlier and earlier each day and arrived back home later and later each night as a result of the ever-increasing length of commutes, until finally the whole family was pulled away to follow the crops.

English Proficiency

Teacher ratings of student oral English proficiency were obtained using a scale developed as part of the 1980 Study of the ESEA Title 1 Migrant Education Program conducted by RTI.[2] These data, presented in Exhibit II.2, show that a substantial proportion of the migrant students, roughly 40 percent, lacked proficiency in oral English to such an extent that it interfered with their classroom work. Furthermore, about three percent of regular school year and nine percent of summer-term migrant students reportedly could neither speak nor understand English. Lack of English proficiency was considerably more pronounced among currently migratory students.

Disabilities

Slightly over seven percent of the regular school year migrant students were reported to have disabilities that required special education services (Exhibits A.9.a and A.9.b), a little less than the proportion for the total U.S. 1989-90 population receiving Special Education services (8.9 percent).[3] Worth noting, however, is the finding that only about three percent of summer-term students were reported to be have disabilities, an indication that many migrant students with disabilities either did not attend MEP summer programs or were not

---

[2] Fuentes, E.J., and Wisenbaker, J.M. (1979). The Use of Teacher Rating of Oral English Proficiency As a Covariate in the Analysis of Reading Scores. Research Triangle Park, NC: Research Triangle Institute. This scale was developed and evaluated to determine whether teacher judgment of oral language proficiency could be used as a covariate in analyzing the Comprehensive Tests of Basic Skills (CTBS) reading test scores of migrant students. In this evaluation, teacher ratings of the oral English proficiency of 6,000 second, fourth, and sixth grade migrant students were obtained. A ten percent subsample of these students also were given the MAT-SEA-CAL Oral Proficiency Tests, an individually administered language test, which served as a validation of the teacher ratings. Structural equation modeling was used to estimate the relationships between the MAT-SEA-CAL test scores, CTBS reading scores, and teacher ratings. The findings indicated that teacher judgments may be used as a measure of migrant students' oral language proficiency and as a covariate in the analysis of reading test scores.

[3] Thirteenth Annual Report to Congress on the Implementation of the Education of the Handicapped. Division of Innovation and Development, Office of Special Education Programs, U.S. Office of Special Education and Rehabilitative Services, U.S. Department of Education, 1991.

Exhibit II.2

Percentage of Migrant Students, by Teacher Rating of Oral English Proficiency Level

Oral English Proficiency Level	Percentage of Regular School Year Students		Percentage Summer-Term Students	
	Currently	Formerly	Currently	Formerly
Does Not Speak or Understand English	3.6 (0.8)	2.6 (0.7)	14.5 (2.4)	4.7 (1.1)
Understands Some Fundamental English/Speaks Little English	16.9 (2.6)	14.8 (2.4)	25.6 (2.7)	15.3 (3.0)
Speaks/Understands Fundamental English Well But Lack of Fluency Interferes with Classroom Work	25.4 (3.6)	16.7 (2.2)	13.7 (2.3)	16.5 (2.8)
Speaks Broken/Easily Understood English/Understands Most of What is Said in English/ Fluency Interferes Little with Classroom Work	11.6 (2.3)	17.4 (2.4)	9.0 (1.8)	11.4 (3.4)
Has Reasonable Command of the English Language for This Age Level	42.5 (3.4)	48.5 (2.5)	37.1 (2.9)	52.0 (4.2)

Source: Basic Student Form Item 14.

Note: Standard errors are shown in parentheses.

identified as having disabilities.

However, the incidence of different types of disabilities reported for migrant students (Exhibit A.9.b) are in marked contrast to related national data for children receiving Special Education services. For example, the reported incidence of hearing disabilities and deafness, visual disabilities, orthopedic disabilities, and other physical disabilities are considerably higher for migrant students. These differences are likely to reflect the relative ease of identifying obvious physical disabilities in a mobile population. Other disability categories, such as speech disabilities, are somewhat lower, possibly reflecting the difficulty of diagnosing such conditions for limited-English-proficient students.

Gifted and Talented Status

About six percent of the regular school year currently migratory students were reported eligible for gifted and talented services, whereas only about three percent of the formerly migratory were so reported (Exhibit A.9.a). For summer-term students, a somewhat lower percentage of currently migratory and somewhat higher percentage of formerly migratory students were reported to be gifted and talented.

Other Education-related and Economic Indicators of Need

To analyze further the needs of migrant students, data gathered on individual migrant students from school records and teacher judgments were used to classify students on eight indicators of educational and economic need, or at-risk condition. These indicators were:

- One or more grades behind grade level (based on age)
- High absentee rate (absent 25 percent or more of the time)
- Eligible for regular Chapter 1
- Eligible for free or reduced-price meals

- Severe behavioral problems (according to teacher judgment)
- Reading achievement level estimated (by teacher) to be below the 35th percentile
- Other language arts achievement level estimated (by teacher) to be below the 35th percentile
- Mathematics achievement level estimated (by teacher) to be below the 35th percentile

These are recognized as being only rough indicators of need; they are not necessarily of equal importance and are a mix of "causes" and outcomes. In spite of these shortcomings, they represent one way of developing an index of "extent of need" for individual students, and are typical of the types of data considered by local educators in making placement decisions for migrant students. The existence of one or more of these indicators of need is considered to be indicative of at least some degree of educational or economic need; the existence of several is considered to indicate that a student is educationally "at risk." (Unless otherwise noted, pre-kindergarten children were excluded from these analyses because of the difficulties in classifying very young children on many of these indicators.)

Behind Grade Level

Data for "one or more grades behind grade level" were computed from reported student birth dates and grade levels. These computations were based on the assumptions that a student entering the first grade would be at least six years old but not more than seven years old, and that each additional grade requires one year to complete. Based on these assumptions, over one-third of the migrant students were one or more grades behind grade level (Exhibits II.3.a and II.3.b).

Absenteeism

Migrant students (including pre-kindergarten migrant children) were absent from school an average of 7.4 percent of the time during the regular 1989-90 school year (Exhibit

A.10). This is only slightly higher than the mean 6.3 percent for the national student population at roughly the same point in time.[4]

Summer-term students (including pre-kindergarten children) were absent an average of about 14 percent of the time during the first two weeks of the 1990 summer term. Although this figure is quite high, the extent to which such absence is an indicator of educational or economic need is more questionable than for regular school year students, since attendance in summer projects is voluntary.

About 4 percent of the K-12 regular school year students and 21 percent of the K-12 summer-term students had "high absentee rates"; that is, they were absent 25 percent or more of the time (Exhibits II.3.a and II.3.b). Again, the higher percentage of summer-term migrant students with "high absentee rates" may result from the fact that attendance at summer-term projects is voluntary.

Chapter 1 and Free or Reduced Priced Meals Eligibility

Eligibility for regular Chapter 1 and for free or reduced meals was determined based on school personnel reports and student records. Almost half of the K-12 migrant students were reported to be eligible for regular Chapter 1 services and over 80 percent for free or reduced-price meals (Exhibits II.3.a and II.3.b).

Behavioral Problems

Students with severe behavioral problems were identified through teacher interview reports using a scale that included a range of behavior categories (Exhibit A.11). Over 70 percent of the students (including pre-kindergarten children) reportedly had few behavior problems that affected learning activities. Severe behavioral problems appeared more pronounced for K-12 regular school year students (about six percent) than for K-12 summer-term students (less than two percent) (Exhibits II.3.a and II.3.b).

---

[4] National Center for Educational Statistics, Digest of Educational Statistics, U.S. Department of Education, 1990.

Exhibit II.3.a

Estimated Number and Percent of Regular School Year K-12 Migrant Students in Various "Needs" Categories, by Currently and Formerly Migratory

Needs Category	Currently Migratory Students		Formerly Migratory Students		Total Migrant Students	
	N	%	N	%	N	%
One or More Grades Behind Grade Level	64,017	37.8 (3.5)	95,684	35.5 (2.5)	159,700	36.4 (2.1)
High Absentee Rate	7,372	4.4 (1.1)	8,597	3.2 (0.6)	15,969	3.6 (0.6)
Eligible for Regular Chapter 1	89,848	53.1 (3.6)	118,571	44.1 (2.6)	208,419	47.5 (2.2)
Eligible for Free or Reduced-Price Meals	151,368	89.5 (2.3)	217,784	80.9 (2.4)	369,151	84.2 (1.7)
Exhibited Severe Behavioral Problems	11,943	7.1 (1.9)	14,043	5.2 (1.1)	25,986	5.9 (1.0)
Reading Achievement Level Estimated to be Below the 35th Percentile	84,995	50.2 (3.6)	112,856	41.9 (2.7)	197,851	45.1 (2.2)
Other Language Arts Achievement Level Estimated to be Below the 35th Percentile	78,827	46.6 (3.6)	107,505	39.9 (2.7)	186,332	42.5 (2.1)
Mathematics Achievement Level Estimated to be Below the 35th Percentile	65,982	39.0 (3.6)	87,744	32.6 (2.6)	153,726	35.1 (2.1)
None of the Above	6,024	3.6 (1.0)	15,172	5.6 (0.9)	21,197	4.8 (0.7)
One or More of the Above	163,128	96.4 (1.0)	254,000	94.4 (0.9)	417,128	95.2 (0.7)
Two or More of the Above	138,529	81.9 (2.8)	198,497	73.7 (2.3)	337,026	76.9 (1.7)
Three or More of the Above	100,846	59.6 (3.6)	132,587	49.3 (2.7)	233,433	53.3 (2.1)
Four or More of the Above	75,952	44.9 (3.6)	100,615	37.4 (2.6)	176,567	40.4 (2.1)
Five or More of the Above	54,594	32.3 (3.4)	57,229	21.3 (2.1)	111,824	25.5 (1.8)

Source: BSF Items 1, 5, 6, 9, 10, 11, 15, and 16.
Note: Standard errors are in parentheses.

Exhibit II.3.b

Estimated Number and Percent of Summer-Term K-12 Migrant Students in Various "Needs" Categories, by Currently and Formerly Migratory

	Currently Migratory Students		Formerly Migratory Students		Total Migrant Students	
Needs Category	N	%	N	%	N	%
One or More Grades Behind Grade Level	23,080	37.4 (3.1)	36,914	44.1 (4.5)	59,993	41.3 (2.9)
High Absentee Rate	13,795	22.4 (2.4)	16,869	20.2 (3.8)	30,664	21.1 (2.4)
Eligible for Regular Chapter 1	21,899	35.5 (2.9)	13,919	16.6 (3.5)	35,818	24.6 (2.3)
Eligible for Free or Reduced-Price Meals	58,616	95.0 (1.0)	78,686	94.0 (1.1)	137,302	94.4 (0.8)
Exhibited Severe Behavioral Problems	1,487	2.4 (1.0)	679	0.8 (0.3)	2,166	1.5 (0.5)
Reading Achievement Level Estimated to be Below the 35th Percentile	23,799	38.6 (3.3)	16,704	20.0 (2.5)	40,503	27.9 (2.2)
Other Language Arts Achievement Level Estimated to be Below the 35th Percentile	22,081	35.8 (3.3)	16,953	20.3 (2.5)	39,034	26.8 (2.2)
Mathematics Achievement Level Estimated to be Below the 35th Percentile	17,000	27.5 (3.1)	12,011	14.4 (1.9)	29,012	20.0 (1.8)
None of the Above	444	0.7 (0.4)	1,061	1.3 (0.4)	1,505	1.0 (0.3)
One or More of the Above	61,266	99.2 (0.4)	82,618	98.7 (0.4)	143,884	99.0 (0.3)
Two or More of the Above	50,125	81.2 (2.7)	58,335	69.7 (3.8)	108,460	74.6 (2.4)
Three or More of the Above	33,546	54.4 (3.3)	28,078	33.6 (4.0)	61,624	42.4 (2.8)
Four or More of the Above	22,519	36.5 (3.3)	14,159	16.9 (2.3)	36,678	25.2 (2.1)
Five or More of the Above	10,591	17.1 (2.2)	7,373	8.8 (1.5)	17,964	12.4 (1.3)

Source: BSF Items 1, 5, 6, 9, 10, 11, 15, and 16.

Note: Standard errors are in parentheses.

Estimated Levels of Academic Achievement

Estimated achievement levels in reading, other language arts, and mathematics were obtained through interviews with school personnel (Exhibit A.12). These data represent teacher judgments on how they thought specific sample students would score if tested using a standardized achievement test. Where possible, the accuracy of these judgments was checked by comparing the teacher judgments with actual achievement test scores taken from student files. (This data quality check is discussed in detail in Appendix C, Section 6.) These comparisons indicated the teacher judgments to be reasonably accurate for study purposes.[5]

The estimates of achievement presented in Exhibits II.3.a and II.3.b indicate that about 40 percent or more of regular school year migrant students and summer-term currently migratory students had estimated achievement levels of below the 35th percentile in reading and other language arts. The estimated achievement level was somewhat higher for all students for mathematics, and was considerably higher for all three subject areas for summer-term formerly migratory students.

Multiple Needs

In addition to showing the estimated number and percentage of students exhibiting each of the eight indicators of need discussed above, Exhibits II.3.a and II.3.b also show the numbers and percentages of students exhibiting none, one or more, two or more, three or more, four or more, and five or more of these indicators. Of primary interest are that over three-fourths of the students exhibited at least two of the eight indicators of needs and that 25 percent, or approximately 112,000 regular school year K-12 students, exhibited five or more of the indicators of needs.

Currently migratory students were considerably more likely to exhibit these indicators than were formerly migratory students. This was particularly true for achievement levels in reading, other language arts, and mathematics, and in the proportion of students exhibiting five or more of the indicators.

---

[5] More specifically, there was perfect agreement as to achievement category in slightly over half of the cases where data were available for making comparisons. In those cases where teacher judgment did not agree with actual test data taken from the students' files, the teachers overestimated student achievement level three times as often as they underestimated it. Thus, the presented teacher judgment data are considered to represent a lower limit of the actual percentage of low achievers.

Although summer-term K-12 students exhibited fewer of the indicators of needs, 12 percent or 18,000 of these students exhibited five or more of the indicators.

Comparison of Educational Needs

In intensive case study interviews, comments about the needs of migrant students tended to fall into two categories. The first category focused on the skill deficiencies of students that were seen to be a direct result of movement and interrupted schooling, and an indirect function of personal characteristics such as limited English proficiency and poverty. Thus, although respondents acknowledged that migrant students' language and poverty-related deficiencies were not unique to them, and that many nonmigrant children also moved frequently, the combination of all of these factors among migrant students led to relatively more extensive and critical needs.

The second category of comments traced needs to what one respondent termed the "rural-traditional" background of migrant families. From this perspective, the academic and support services needs of migrant children stemmed from the fact that their families were unprepared to deal with life outside of their home community. Although pointing out differences by ethnicity and country of origin, respondents tended to blur these differences and focus on the similarities, particularly distrust of institutions, lack of knowledge of available resources, a sense of "refugee" or temporary worker status, and a sense of cultural isolation.

The specific needs of migrant students were thought to be quite similar for currently migratory and formerly migratory students, but the needs were seen as more intense for the first group. For example, for respondents who emphasized student skill deficiencies that resulted from moving, a significant need was typically described in terms of low reading achievement levels. On the other hand, for respondents who emphasized student needs that resulted from the "rural-traditional" background of migrant families, a typical example was of a teenager who had never been to school and was illiterate in his or her native language. By and large, however, when asked specifically to list the needs that distinguished migrant from nonmigrant students, most respondents listed English-language proficiency, self-esteem, and general academic skills. Less frequently, respondents listed dental and health needs, but those who did mention these believed them to be quite important.

Intensive case study reports indicated different perceptions of the needs of migrant students across projects and frequently across school personnel within projects. In part, this depended on the amount of educational disruption commonly faced by the migrant students in the project and on the composition of the total district population with which the migrant students were being compared.

- Overall, the needs of migrant students in one district were considered similar to the needs of all students: families were poor; parents were not well-educated; health care was insufficient. The high school counselor pointed out that, of 150 migrant students in the school, only about six were experiencing educational disruption and that migrant students were no more at risk of dropping out of school than were other students. Formerly migratory students typically were described as better off than currently migratory students. The families of the formerly migratory students often had obtained jobs outside of agriculture.

- In some projects, frequent movement had lead to skills gaps as children missed days or weeks of school and had to adjust to different districts' curricular scope and sequence. Tied to this was the winter-in-Mexico phenomenon. For periods ranging from a few weeks to several months, whole families returned to their Mexico homes to work their fields, help their older relatives, and maintain family ties. Lack of English proficiency frequently was cited as a problem, but with recognition that this often was also a problem with non-migrants. Low self-esteem also was considered characteristic of migrant students. One principal indicated that most of the migrants in her district were at least a year behind in school, but that this was true of nonmigrants as well. In fact, low incomes, parents with little education and no educational tradition, and lack of proficiency in English were typical conditions for most of the students in the district.

Also, opinions of project and school personnel were solicited concerning the extent and nature of differences between regular school year migrant students and nonmigrant students in other compensatory programs. Over 80 percent of the local MEP coordinators considered the needs of currently migratory students to be somewhat or much greater than the needs of nonmigrants (Exhibits A.14.a and A.14.b). This figure dropped to about 60 percent for formerly migratory students, indicating that local coordinators considered formerly migratory students to be less needy than currently migratory students but still considerably more needy than nonmigrant students.

When asked how the needs of currently migratory students differed from the needs of nonmigrant students, about one-third of the local project coordinators reported simply that these students had more or different academic needs because of a lack of or discontinuity in their previous education. About one-third noted that migrant students had different or greater needs for support services, and about one-third also noted a deficiency in English (Exhibits A.15.a and A.15.b). The same general pattern of responses was given for formerly migratory students. Data collected from school personnel indicated that their perceptions regarding how needs of migrant students compare with needs of nonmigrants were virtually identical to project coordinator perceptions.

Relationships Between Need and How Long Settled Out

Exhibits II.4.a and II.4.b show the percentages of migrant students exhibiting various indicators of need, by the number of months since their last qualifying move for migrant status (that is, by how long since they last moved from one school district to another so that they or their family could obtain temporary or seasonal employment in an agricultural or fishing activity). Caution should be used in drawing conclusions from these data because change over time likely is partially a result of lower-performing students being more likely than higher-performing students to leave the system early via drop-out. Also, the numbers in some of the cells (as indicated by the high standard errors) are quite small.

In spite of these shortcomings, the data show a definite trend toward fewer indicators of need the longer students are settled out. For example, regular school year migrant students with fewer than 13 months since their last qualifying move were considerably more likely

Exhibit II.4.a

Estimated Percentage of Regular School Year K-12 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status

	Months Since Last Qualifying Move					
Needs Category	<13	13-24	25-36	37-48	49-60	>60
One or More Grades Behind Grade Level	37.5 (3.4)	37.6 (6.6)	31.1 (5.0)	37.1 (4.7)	40.5 (6.7)	34.1 (5.2)
High Absentee Rate	4.1 (1.0)	2.9 (1.4)	2.8 (1.0)	4.4 (1.6)	4.1 (1.7)	2.8 (1.4)
Eligible for Regular Chapter 1	52.7 (3.5)	49.6 (6.7)	46.6 (5.2)	46.2 (5.3)	34.7 (6.5)	38.4 (5.4)
Eligible for Free or Reduced-Price Meals	89.9 (2.2)	87.6 (5.0)	82.0 (4.8)	83.0 (3.3)	68.7 (7.8)	75.1 (5.3)
Exhibited Severe Behavioral Problems	6.7 (1.8)	6.5 (4.0)	4.3 (1.3)	9.8 (2.8)	4.2 (1.8)	2.1 (1.1)
Reading Achievement Level Estimated to be Below the 35th Percentile	50.9 (3.5)	57.1 (6.5)	41.9 (5.5)	34.4 (5.1)	28.6 (5.3)	35.6 (4.9)
Other Language Arts Achievement Level Estimated to be Below the 35th Percentile	46.9 (3.5)	51.4 (6.7)	36.9 (5.2)	33.8 (5.1)	35.7 (7.0)	35.5 (4.9)
Mathematics Achievement Level Estimated to be Below the 35th Percentile	39.8 (3.5)	43.6 (6.9)	31.8 (5.1)	29.0 (5.1)	22.4 (4.9)	26.5 (4.5)
None of the Above	3.4 (1.0)	2.6 (1.2)	6.4 (1.6)	5.5 (2.1)	6.1 (2.4)	10.0 (3.2)
One or More of the Above	96.6 (1.0)	97.4 (1.2)	93.6 (1.5)	94.5 (2.1)	93.9 (2.4)	90.0 (3.2)
Two or More of the Above	82.4 (2.6)	83.2 (4.0)	76.7 (4.2)	72.5 (4.1)	59.9 (7.2)	65.8 (5.6)
Three or More of the Above	59.7 (3.5)	63.9 (5.9)	46.1 (5.3)	47.8 (5.2)	38.9 (6.1)	41.5 (5.2)
Four or More of the Above	45.6 (3.5)	53.4 (6.6)	34.6 (5.1)	33.0 (5.1)	24.5 (5.0)	30.4 (4.6)
Five or More of the Above	31.6 (3.3)	28.2 (5.9)	20.5 (3.6)	21.7 (4.9)	16.9 (4.2)	16.1 (3.3)

Source: Basic Student Form Items 1, 5, 6, 7, 9, 10, 11, 15, and 16.

Note: Standard errors are shown in parentheses.

Exhibit II.4.b

Estimated Percentage of Summer-Term K-12 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status

Needs Category	Months Since Last Qualifying Move <13	13-24	25-36	37-48	49-60	>60
One or More Grades Behind Grade Level	37.8	39.7	51.7	37.0	51.0	36.5
	(3.0)	(7.2)	(9.2)	(8.7)	(12.1)	(13.2)
High Absentee Rate	22.3	13.3	27.5	26.2	18.8	8.7
	(2.4)	(3.0)	(9.8)	(7.3)	(10.5)	(4.1)
Eligible for Regular Chapter 1	35.1	10.1	7.7	18.6	20.0	40.9
	(2.8)	(2.4)	(2.6)	(5.0)	(7.1)	(17.4)
Eligible for Free or Reduced-Price Meals	94.5	95.9	94.5	94.8	89.4	95.2
	(1.2)	(1.6)	(1.8)	(2.2)	(4.0)	(2.6)
Exhibited Severe Behavioral Problems	2.6	1.0	0.4	1.2	--	0.3
	(1.0)	(0.6)	(0.2)	(1.0)		(0.3)
Reading Achievement Level Estimated to be Below the 35th Percentile	37.9	27.6	20.4	17.1	14.1	12.3
	(3.2)	(5.7)	(5.3)	(4.8)	(4.8)	(4.6)
Other Language Arts Achievement Level Estimated to be Below the 35th Percentile	35.8	27.0	22.0	18.9	13.5	11.7
	(3.2)	(5.6)	(5.5)	(5.2)	(4.9)	(4.4)
Mathematics Achievement Level Estimated to be Below the 35th Percentile	27.0	15.4	18.3	10.2	13.0	9.2
	(3.0)	(3.5)	(4.8)	(2.9)	(4.6)	(3.6)
None of the Above	0.7	1.3	1.7	1.1	0.4	1.7
	(0.4)	(0.9)	(0.9)	(1.0)	(0.3)	(1.3)
One or More of the Above	99.3	98.7	98.3	98.9	99.6	98.3
	(0.4)	(0.9)	(0.9)	(1.0)	(0.3)	(1.3)
Two or More of the Above	80.8	62.9	71.8	64.9	71.9	81.1
	(2.6)	(6.8)	(7.8)	(8.8)	(10.7)	(7.0)
Three or More of the Above	53.4	33.3	39.0	36.4	33.3	17.2
	(3.2)	(5.9)	(9.4)	(7.8)	(10.9)	(6.3)
Four or More of the Above	35.7	22.8	18.7	15.1	10.2	9.7
	(3.1)	(5.3)	(5.0)	(4.6)	(3.9)	(3.8)
Five or More of the Above	17.1	9.5	11.3	8.0	2.6	6.4
	(2.2)	(2.3)	(3.6)	(3.6)	(1.4)	(2.7)

Source: Basic Student Form Items 1, 5, 6, 7, 9, 10, 11, 15, and 16.

Note: Standard errors are shown in parentheses.

than students with more than 60 months to have a high absentee rate, be eligible for regular Chapter 1, exhibit severe behavioral problems, or have low achievement levels. Also, the former students were twice as likely as the latter students to show five or more of the indicators of needs.

There were also differences between students in grades K-6 and students in grades 7-12. (Exhibits A.16.a through A.16.d). For example, overall, the percentage of regular school year migrant students in grades K-6 than students in grades 7-12 were reported eligible for regular Chapter 1, although the percentage decreased for both groups the longer students were settled out. Conversely, a larger percentage of regular school year migrant students in grades 7-12 than in grades K-6 were one or more grades behind grade level.

Change Over Time in Needs and Characteristics

Several comparisons were possible concerning characteristics of the present migrant student population and the population of 10 years ago. These comparisons are based on the descriptive data presented in previous sections of this chapter and information from a study conducted by RTI in 1981.[6] These are:

- The racial and ethnic distribution of migrant students has changed somewhat, with the current regular school year population having a higher percentage of Hispanics (about 74 percent versus 69 percent) and Asian or Pacific Islanders (about 4 percent versus 0.4 percent), and a considerably lower percentage of non-Hispanic Blacks (about 3 percent versus 13 percent) (Exhibit A.2.a).
- The proportion of students with low levels of oral English proficiency has increased. The 1981 study reported that slightly less than 40 percent of the migrant student population had some difficulty with oral English; this proportion now has increased to about 54 percent (Exhibit II.2).

---

[6] Comprehensive Summary: Study of the ESEA Title I Migrant Education Program. Research Triangle Park, NC: Research Triangle Institute, March 1981.

- The 1981 study reported migrant students to be absent from school about 6 percent of the time. This is close to the current estimate of about 7 percent for regular school year students (Exhibit A.10).
- The 1981 study reported an estimated 41 percent of migrant students to be one or more grades behind grade level (based on age). This has decreased to an estimated 36 percent for regular school year students (Exhibit II.3.a).

Exhibit II.5 shows the changes in the number of students participating in MEP since 1979 and the projected numbers for each year through the year 2000. The actual figures are from students entered into MSRTS and include both "enrolled" and "resident" students. The projections are based primarily on MSRTS data. (The methodology used in developing the projections is discussed in detail in Appendix D.)

As noted in the exhibit, the actual number of "enrolled" and "resident" migrant students in MEP according to MSRTS increased by 26 percent from 474,000 in 1979 to 597,000 in 1990. The projection of 790,000 students in the year 2000 based on study data represents a 32 percent increase over the ensuing 10-year period.

Recruitment and Selection for Services

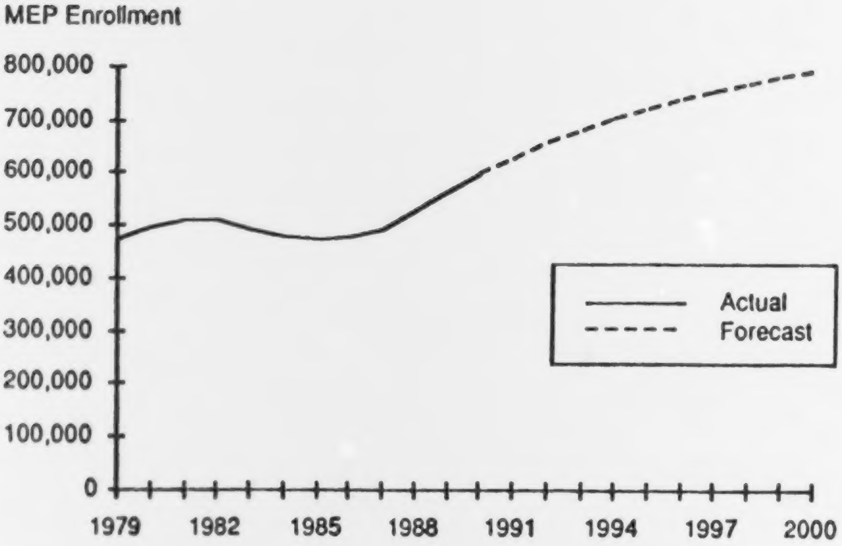
About one-fourth of regular school year projects and one-third of summer-term projects reported providing MEP instruction to all eligible migrant students in their service areas. These usually were projects with relatively high concentrations of migrant students. The remaining projects reported serving only selected students.

Reasons given by projects for not providing MEP instruction to some eligible students, in order of prevalence, were: the students lacked demonstrated special need, their needs were being met by other programs, there was insufficient funding or insufficient staff to provide services to all students in need, and services were offered only in those schools or age or grade levels with high concentrations of migrant students.

Data on the procedures used by state, regional, and local project staff to recruit migrant students, both in areas served by migrant projects and in non-project areas, were gathered in this study. In addition, data were obtained on how students are tested and

Exhibit II.5

MEP Enrollment: Actual and Forecast, 1979-2000



Actual		Forecast	
Year	MEP Enrollment	Year	MEP Enrollment
1979	474,015	1991	627,108
1980	496,669	1992	654,786
1981	509,845	1993	679,478
1982	508,409	1994	701,551
1983	490,672	1995	721,161
1984	475,958	1996	738,781
1985	474,494	1997	754,751
1986	479,787	1998	768,096
1987	493,174	1999	779,440
1988	529,070	2000	789,514
1989	564,838		
1990	596,801		

Note: These actual and forecast data include both "enrolled" and "resident" students.

selected for service, and how states select local projects to deliver MEP services. The findings from the analysis of these data, together with an analysis of policies and practices that are perceived to limit participation of migrant students in needed services are presented here.

Identification and Recruitment of Migrant Students

In interviews conducted for the intensive case studies local project personnel reported that migrant students in regular school year projects generally were identified through well-established processes within the school districts. Typically, at the time of enrollment, parents were questioned concerning their occupation. If on the basis of the parents' responses it appeared likely that the student was migrant, his or her name was passed on to the person responsible for recruitment who then followed up with a home visit to determine eligibility. In addition, the MEP staff maintained lists of students from the previous year and recertified students on the lists through home visits and updated certificates of eligibility.

- Visited projects that had diminishing numbers of migrant students worked actively to identify migrant students. Several smaller projects had recruiters go door to door throughout the district in an attempt to identify additional migrant families.
- In well-established projects parents usually were quite aware of the MEP services and served as informal recruiters with new families. In some areas, particularly receiving sites (e.g., sites with relatively large numbers of migrants whose residences are elsewhere), migrant families tended to live either in established camps or trailer parks, making recruitment easier. In these cases employers frequently gave lists of workers to the recruiter who then visited the families in the camp or trailer park.

In visited summer-term projects, identification and recruitment generally were given a lower priority than in regular school year projects. Projects in sending areas or in areas where the migrant population is mostly settled out tended to serve the same students in the summer as in the regular school year and did not undertake extensive identification and recruitment campaigns. Summer projects that primarily served currently migratory students who came to the area for a particular harvest had developed routine procedures for dealing with the sudden arrival of students.

Responsibility for Identification and Recruitment

The responsibility for identification and recruitment varied among states and localities. Twenty states reported that in-the-field identification and recruitment of migrant students was primarily the responsibility of the local MEP projects. Another 24 states considered this to be a joint state-regional and local concern and seven states apparently took full charge of identification and recruitment, either directly or through a regional office (Exhibits A.17.a and A.17.b).

The two major activities performed by those 31 states that reported involvement in identification and recruitment were to provide or manage state or regional recruiters and to facilitate the identification and recruitment activities through technical assistance and workshops (Exhibit A.18). Local project personnel appeared somewhat more likely than state personnel to assume that the local project had the primary responsibility for in-the-field identification and recruitment; more than 80 percent of the projects reported identification and recruitment to be primarily a local endeavor (Exhibit A.19).

About 50 percent of the local projects reported employing one recruiter, about 25 percent employed from two to five, and about seven percent employed more than five; the balance reported not employing a recruiter (Exhibit A.21.a). Most of these recruiters were reported as working only part-time on recruitment, with only about 25 percent of the projects reporting that their recruiter(s) spent more than half time on this activity (Exhibit A.21.b). The principal other activities performed by the recruiters were classroom teaching (reported by about 34 percent of regular school year and seven percent of summer-term projects); serving as an aide (reported by 11 and 15 of projects); and serving as a records clerk, secretary, or bookkeeper (reported by 30 and 26 percent of projects).

The major recruitment activities reported for the recruiters were home visits; parental contact; contacts with employers; visits to farms, migrant camps, and churches; and "word of mouth" (Exhibit A.21.c). Regular school year projects also reported publicizing in media and public places.

Identification and Recruitment of Previously Unidentified Migrant Students

Over 65 percent of the projects reported that an extensive effort was made to identify and recruit previously unidentified migrant students, while only three percent of regular school year projects (seven percent for summer-term projects) reported that little or no such effort was made (Exhibit A.20.a). Regular school year projects reported that these efforts lead to the recruitment of an average of about 44 previously unidentified migrant students per project during the past year, while summer-term projects reported the recruitment of around 58 such students (Exhibit A.20.b).

Nationally, these estimates of previously unidentified students total about 111,000 students, or about 18 percent of the total migrant student population. This figure compares favorably with MSRTS data that show a total of about 120,000 newly identified "enrolled" and "resident only" migrant students. (See 1990 data in Volume III, Appendix D, Attachment B).

A number of local migrant recruiters found previously unidentified migrant students through the use of school enrollment information or staff referrals (about 36 percent of regular school year projects and 20 percent of summer-term projects) (Exhibit A.20.c). Regular school year projects also made extensive use of home visits or parental contacts (31 percent of the projects reporting), although only about one percent of summer-term projects used this approach.

For the small percentage of projects that, as noted above, reported "little or no effort" being made to recruit previously unidentified migrant students, reasons given for this were the lack of a structured recruitment process in the school district and the fact that the recruiter was so well-known in the area that no particular effort was required. Several summer-term projects also reported that recruitment was carried out only during the regular school year.

Identification and Recruitment at Nonproject Sites

Because state allocations of MEP funds are based on the total FTE counts of migrant students in the state, efforts were made in most states to identify migrant students even in areas of the state with no MEP project services. A variety of methods are used to identify migrant students in these areas. For example, some states reported that state or regional recruiters operate in areas where no MEP services were offered. The identification and recruitment practices in these areas were stated to be similar to practices in areas where MEP projects operated.

In another case, a consortium of school districts identified and recruited students. At this site, the staff distributed an occupational survey form through the schools to all families that had moved during the past year. A contact person in each school district collected the forms and sent them to the consortium office for further processing. The consortium also worked with other community service agencies including the Chamber of Commerce and churches to identify other eligible families. Two full-time recruiters followed up on leads and concluded the recruitment process.

At yet another site, recruitment was primarily a matter of recertifying students previously identified as migrant. Also, school records were reviewed to identify new students moving into the area. An aide assigned to each school obtained or updated certificates of eligibility as appropriate.

Assessment and Selection for Services

Intensive case study data indicated that migrant students in classes made up primarily of migrants usually were selected for service based on their need for the package of services being offered. Therefore, the specific needs of an individual migrant student were addressed only to the extent that these needs were similar to those of the majority of the migrant students at the site. This was partially a result of funding schedules. The set of project services offered normally were based on needs-assessment data that projected student needs a full year before the students actually were selected for the services.

In projects with tutoring programs, however, it was possible to tailor services to individual student needs. For example, in one after-school tutoring program, individual or small-group sessions were held and the instructional content was selected specifically to meet the individual student's needs.

Individual needs assessments for migrant students typically consisted of the procedures normally used by classroom teachers and other professionals to make initial placement decisions for all new students or to decide on special placement for children who were reportedly having difficulty. Rarely were children assessed specifically because they were migrant.

Formal project-level needs assessments were used primarily to support funding applications and project design decisions. These assessments tended to rely on aggregate measures, such as standardized test scores, proportions of limited-English-proficient students, and retention rates. Rarely were the data specific to grades or schools (or even migrant students as a group).

Most of the needs assessments also included the views of teachers and migrant parents. However, these data usually were not obtained from representative groups. Often, parents' views were sought only from parent advisory council (PAC) members. Although most project-level needs assessments relied on aggregated "hard data," a few projects based their reported needs on what could best be described as the administrator's informed judgment.

Usually, the achievement of migrant students was assessed in the same manner as for other students in a school system. For those migrant students for whom achievement test data were available during onsite data collection, the primary tests used were The Comprehensive Test of Basic Skills (CTBS) (used for about 35 percent of the students for whom test data were available) and the California Achievement Test (CAT) (used for about 26 percent of the students). Other frequently used tests were the Metropolitan Achievement Test (MAT), Science Research Associates (SRA) Achievement Series, Iowa Test of Basic Skills (ITBS), and the Stanford Achievement Test (SAT).

Local project coordinators were also asked how students are selected for specific MEP instructional services. Twenty-five percent of regular school year and 34 percent of summer-term project coordinators reported providing MEP instructional services to all eligible migrant students in their service areas who were enrolled in school (Exhibit II.6). Most of the remaining project coordinators indicated that some students were not served because they had no special needs, their needs were being met by other programs, there was insufficient funding or insufficient staff to provide services to all students in need, or the students were in schools or grades in which MEP services were not offered. A few projects indicated that some students were not served because the class they needed was filled.

Local project directors were asked to expand further on the reasons for not serving all migrant students enrolled in school when this occurred (Exhibits A.22.a through A.22.g). They stated that cost efficiencies were realized by serving students only in schools or grades with concentrations of migrant students or with the most needy migrant students.

Furthermore, of those regular school year project directors who reported that some students were not being served because the class they needed was full, most (79 percent) indicated that first priority for such classes was given to needy, currently migrant students. But the remaining 21 percent reported that the students who arrived first received priority. Virtually all of the summer-term respondents said that when students were not served because the class they needed was full, students were served on a first come, first served basis.

In instances where services went to students with demonstrated needs, need was mainly identified through achievement test scores or grade point average. Teacher recommendations and English proficiency also played a role in demonstrating need.

For students who were not served by MEP because their needs were met by other programs, most mentioned regular Chapter 1 as the source of service. Other frequently mentioned programs were bilingual or LEP programs and special education for children with disabilities. Other reasons why some students were not served included lack of funding or staff, parental or student refusal, and school schedule conflicts.

Exhibit II.6

Percentage of Migrant Projects, by Reasons Why Projects Do Not Provide MEP Instructional Services to All Identified Migrant Students

Reasons Why Some Students Are Not Served	Regular School Year Projects	Summer-Term Projects
Only Students at Certain Grade Levels Receive Services	26.8 (5.6)	11.5 (4.0)
Only Students in Certain Schools Receive Services	38.8 (6.0)	9.9 (4.7)
Only Students at Certain Age Levels, Within the Legal Age Range, Receive Services	23.3 (4.9)	15.0 (5.6)
Some Students Not Served Because The Class That They Need is Filled	5.0 (2.1)	3.4 (1.9)
Only Students with a Demonstrated Need Receive Services	55.6 (5.9)	35.6 (6.9)
Some Students Not Served Because Their Needs Are Being Met by Other Programs	49.2 (5.8)	33.3 (7.0)
Other Reasons	42.3 (6.0)	39.0 (7.0)
Not Applicable Because All Students Are Served	25.0 (5.4)	33.8 (6.9)

Source: Site Observation Record Form (Regular) Item I.8.

Notes: Multiple responses were possible for the first seven options.

The primary "Other Reasons" were: "not enough funds to serve all students" and "insufficient staff to serve all students."

In a further attempt to examine access to appropriate services, local project coordinators were asked if there were any local or state policies or practices that tended to limit participation of their migrant students in other school programs for which they should be eligible. About 10 percent of the project coordinators reported that such policies, practices, or other factors did exist. Although data are sparse, examples were provided that migrant students sometimes were excluded from programs such as regular Chapter 1, vocational awareness programs, and other programs when the instruction was provided by a "pull-out" approach. The reasons given for these exclusions were that there were too many students for the available services; testing dates or procedures prevented some students who arrive after a certain point in the school year from receiving certain services, and allowance was not being made for delayed entrance into certain classes.

Data from intensive case studies indicated that many migrant students were served by both MEP and ESL or bilingual programs. In several case study projects, the needs of migrants were seen as primarily language-related. In these projects, staff were either funded jointly by MEP and bilingual funds, or MEP provided supplemental language assistance for students already participating in an ESL program. However, there were exceptions. For example, at one project a state certification board noted a 50 percent parental refusal rate for assignment to special language services of LEP students in the district, indicating that large numbers of students in the district who needed additional English-language assistance were not receiving services through the ESL or bilingual program.

For special education students, there was substantial variation across the intensive case study projects in the procedures used to ensure that students received the services that they needed. In several projects with large numbers of currently migratory students, school staff indicated that migrant students frequently moved before they could be referred, assessed, and placed in special education. In other projects, there was a great deal of coordination between MEP and the special education staff. One project director indicated that he was frequently included in individual education program (IEP) meetings, and another had worked with the district's special education director to adapt educational assessment tools to better serve migrant students. In general, the mobility of migrant students, as well as their lack of English proficiency, made it difficult for local staff to assess and place students in special education.

State Selection of Projects

State MEP Directors were interviewed to determine how they select local projects for funding. About half of the states reported that the state funded all applicant agencies that showed identified migrant students in their service area (Exhibit A.23). Most of the remaining states reported that agencies with high concentrations of currently migratory students were funded. The State directors also provided information about what they required to ensure state approval of project funding. Most of these requirements follow those set forth in related federal legislation and are summarized in Exhibit II.7.

Summary of Targeting Findings

The major study findings regarding targeting of MEP services are as follows:

- Demographic Characteristics of the Population of Migrant Students:

    -- Roughly 1 percent of the students enrolled in U.S. public elementary and secondary schools were eligible for MEP services. The total 1990 migrant student enrollment of 597,000 is expected to increase approximately 32 percent to 790,000 by the year 2000. This increase to approximately 1.2 percent of the elementary and secondary school enrollment is attributable, at least in part, to the greater effort being made to identify migrant youth ages 3 and 4 and 18 through 21 as a result of the 1988 legislation that included these youth in the MEP funding allocation formula.

    -- Slightly over one-third of the 1990 migrant student population was currently migratory (i.e., they had moved within the preceding year). Nearly three-fourths of the population of migrant students enrolled in school during the regular school year were Hispanic; almost 30 percent were born in Mexico.

Exhibit II.7

Typical State Requirements for Project Applications

1. Assurances that the proposed project would:

   - Implement services in a manner consistent with applicable federal and state laws and regulations.
   - Keep records and provide information to SEA as may be required for fiscal audit and project evaluation.
   - Maintain its effort in the provision of the regular school program.
   - Provide services in project service areas that, taken as a whole, are at least comparable to services being provided in the LEAs that are not receiving MEP funds.
   - Use funds received under MEP only to supplement, not supplant, regular school funds.
   - Implement service delivery in consultation with parents and teachers of the children being served. (Or establish a local parent advisory committee (PAC), which is consulted, along with teachers of the children being served, concerning the design, implementation, and evaluation of the project.)
   - Conduct an (annual) assessment to:
     - Identify and recruit eligible migrant children.
     - Select migrant children in greatest need.
     - Determine the educational needs of the selected children.
     - Ensure that no eligible child will be prevented from benefiting fully from the project's services because he/she does not speak English or has limited English language skills.
   - Select formerly migratory children for service only on a space-available basis when they have been assessed to be in greatest need.
   - Give migrant children full acccess to all educational and related programs ordinarily provided to all other children in the project's service area.
   - Provide for services to educationally deprived children attending private elementary and secondary schools.
   - Be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served. (Or selects migrant children in greatest need for special services in grade levels where numbers are sufficiently large to ensure that the size, scope, and quality of services are such as to give reasonable promise of substantial progress toward meeting the special educational needs of the children being served.)
   - Implement services in coordination with programs and projects of other groups or agencies that provide services to migrants in the area. (Or coordinate MEP with regular instructional program.)
   - Evaluate project in terms of its effectiveness in achieving its goals, including objective measurement of educational achievement.
   - Use fiscal control and fund accountability procedures that will ensure proper disbursement of, and accountability for, funds.

2. Needs assessment results/service priorities.
3. Project goals/performance objectives.
4. Proposed project activities/services.
5. Numbers of students, by categories, to be served.
6. Staffing positions.
7. How project will be evaluated.
8. Project budget.

Source: State Project Questionnaire Item 10.

- Slightly over seven percent of the regular school year migrant students were reported to have disabilities. This is basically the same as the six and seven-tenths percent for the total U.S. population age 3-21. Only three percent of summer-term migrant students were identified as having disabilities.

- Although about six percent of the regular school year currently migratory students were reported eligible for gifted and talented services, less than three percent of the formerly migratory were so reported.

- School Enrollment and Attendance of Migrant Students:

  Almost one-fourth (23 percent) of regular school year migrant students did not enroll in school until more than 30 days after the school beginning date. Many of these late enrollments undoubtedly represent transfers from other schools. However, some likely represent delayed entry resulting from extended summer migration patterns.

- Student Needs:

  - Based on teacher ratings, roughly 40 percent of migrant students lacked proficiency in oral English to such an extent that it interfered with their classroom work. A small but significant percentage, particularly in summer-term projects, could neither speak nor understand English.

  - Based on teacher judgments, about half of the regular school year currently migratory students achieved at below the 35th percentile in reading and other language arts. For regular school year formerly migratory and summer-term currently migratory students, this figure was about 40 percent. About 20 percent of summer-term formerly migratory students achieved at below the 35th percentile. The mathematics achievement level of all categories of migrant students was considerably higher (i.e., near the national norm).

  - Nearly 75 percent of migrant students exhibited two or more of eight selected indicators of educational or economic need (e.g., behind grade level, high absentee rate, eligible for free or reduced-price meals, low achievement). Twenty-five percent, or approximately 112,000 regular school year migrant students, exhibited five or more of the needs. Summer-term students appeared to exhibit fewer of the needs, with about 12 percent exhibiting five or more.

- Relationship Between Migrant Student Needs and How Long Settled Out:

    - There was evidence that the educational and related services needs of formerly migratory students decrease the longer they are settled out (e.g., for regular school year students with more than five years since their last qualifying move, only 16 percent exhibited five or more of the eight needs; for students whose last move was no more than 2 years previous, this figure was 31 percent).

    - However, there also was evidence of continuing special needs. Formerly migratory students in regular school year projects continued to show high incidence of educational need in the areas of language and reading according to teacher judgments. Also, local project coordinators in 60 percent of the MEP projects considered the needs of formerly migratory students to be somewhat or much greater than the needs of nonmigrants.

- Identification and Recruitment of Migrant Students:

    - Twenty states considered in-the-field identification and recruitment to be primarily the responsibility of the local projects; 24 states considered this to be a joint state-regional and local concern; seven states apparently took full charge of identification and recruitment.

    - The primary identification and recruitment activities reported by local projects were home visits; parental contact; contacts with employers; visits to farms, migrant camps, and churches; and "word of mouth."

- Student Assessment and Selection for Services:

    - About one-fourth of regular school year projects and one-third of summer-term projects reported providing MEP instruction to all eligible students. These usually were projects with relatively high concentrations of migrant students. The remaining projects reported serving only selected students.

    - Reasons given by projects for not providing MEP instruction to some eligible students, in order of prevalence, were: the students lacked demonstrated special need, their needs were being met by other programs, there were insufficient funds or insufficient staff to provide services to all students in need, and services were offered only in those schools or age or grade levels with high concentrations of migrant students.

III. SERVICES

Each migrant child enrolling in school has his or her own particular needs for instructional and support services. Because federal MEP funding to states and, typically, state grants to individual MEP projects are based on the numbers of students entered into the Migrant Student Record Transfer System (MSRTS), all migrant students, both during the regular school year and the summer term, technically were beneficiaries of MEP identification and recruitment services and entry into MSRTS. Beyond these services, however, important differences were found between MEP services to students during the regular school year and the summer term. These differences resulted mainly from the availability of services to meet student needs through other sources during the regular school year.

The Context of Regular School Year Services

The findings presented in Chapter II indicate that the needs of a portion of the migrant children enrolled in school during the regular school year can be accommodated within the scope of the general curriculum and usual support services of a school. A significant proportion of migrant students, however, have needs that exceed the regular instructional and support services offered by the school.

For some migrant students these needs can be met fully through special instructional and support service programs that are already in place in the school to serve nonmigrant students (e.g., regular Chapter 1, bilingual education, special education for children with disabilities). However, the needs of other migrant students require that MEP offer services to these students that go beyond the regular and special services offered by the school.

Regular school year projects typically were administered in school districts where significant numbers of migrant students spent most of the school year in the district and where student migration occurred mostly during the summer months to allow migrant families to follow the crops. Often referred to as "sending" projects, these typically are located at the southern ends of the "migrant streams." There were an estimated 1,660 regular school year projects operating in the U.S. during the 1989-90 school year.

About 80 percent of the migrant students enrolled in schools served by regular school year projects received some MEP-funded instructional or support services. There were several reasons why an eligible student might not receive services. A specific student might have had no need for the particular MEP services being offered, services might not have been offered in the student's school or grade level, the student might have received special services from other programs that limited his or her need for MEP services, or school schedule conflicts may have precluded the student's receiving all available services. Because regular school year students participated in a total school program of which MEP generally was only a small segment, student assignment to programs and services generally was based on the allocation of the school's total resources to best meet the perceived needs of all its students.

The MEP services offered to migrant students typically included support services (e.g., medical and dental screening and treatment, transportation, home-school liaison, and guidance and counseling) and instructional services (e.g., instruction in reading, other language arts, and mathematics). In regular school year projects, MEP instruction often was provided in "pull-out" classes where a small group of migrant students (typically 2 to 8) were pulled out of the regular classroom for 30 to 60 minutes of supplementary instruction. Such classes usually met either daily or several times each week during the course of the school year. Another popular method of providing instruction in regular school year projects was by providing an additional teacher or aide in the regular classroom to assist the migrant students in the class. This additional teacher or aide typically circulated among the migrant students to check on work and to provide individual instruction as needed. These methods were used primarily in schools and grade levels with high concentrations of migrant students whose needs were not being met by other programs. Thus, a migrant student's instructional needs were more likely to be met if the needs were similar to those of a sizeable number of other migrant students in the same school and grade level.

The Context of Summer-term Services

The situation for migrant students participating in summer-term MEP projects is quite different from that described above. Unlike regular school year projects, summer-term MEP projects typically offered the only educational services available for migrant students in the project service areas during the summer. All migrant students participating in these projects received MEP services. Summer-term projects typically were of short duration (often about six weeks) and were scheduled for the time during the summer months when a relatively large number of migrant students were expected to be present in a project's service area. When summer-term projects are located in areas where most migrants stay for only a short time, these often are referred to as "receiving" projects and typically are located at the northern ends of the migrant streams. There were an estimated 645 summer-term projects operating in the U.S. during the summer of 1990.

In summer-term projects, the primary method of service delivery was "intact classrooms" made up of migrant students only. Students usually were grouped by age or grade. Because these short-term programs typically were open to all migrant students at the age levels being served, the relationship between need and service provision was less pronounced than in regular school year projects. Also, service receipt was more of a student option since attendance at summer term projects typically was not compulsory.

Services Provided to Migrant Students by MEP

Just over 80 percent of migrant students enrolled in regular school year MEP projects reportedly received MEP instructional or support services (other than identification, recruitment, and entry into MSRTS); 60 percent of currently migratory and 50 percent of formerly migratory students in these projects received MEP instruction. The most prevalent MEP instructional services provided to migrant students, based on numbers served, were supplemental instruction in reading, other language arts, and mathematics. While this instruction in reading and other language arts reflects the need identified by teachers, the emphasis on mathematics instruction appears to have limited support based on need.

The percentage of currently migratory students receiving MEP instruction during the regular school year was somewhat higher than the percentage of formerly migratory students. About half of the regular school year projects and almost three-fourths of the summer-term projects reported offering MEP services to preschool students. About half of both the regular school year projects and summer-term projects reported currently offering MEP services to age 18-21 students.

In terms of the numbers of migrant students served, the major MEP instructional services offered by both regular school year and summer-term projects were instruction in reading, other language arts, and mathematics (Exhibit III.1.a). The major support services offered were medical and dental screening and treatment, home-school liaison, and guidance and counseling (Exhibit III.1.b). A large proportion of summer-term projects also offered meals and transportation. Of note is that, even though MEP provided some services (e.g., vocational/career instruction, needs assessment) to relatively small percentages of migrant students, the service may have been provided to additional migrant students by programs other than MEP.

Regular school year currently migratory students were more likely than formerly migratory students to receive MEP instruction in reading (with about 46 percent of the currently migratory students and 33 percent of the formerly migratory students receiving such service). Also, regular school year currently migratory students were more likely to receive some MEP instructional service (about 60 percent of the currently migratory students as compared with 50 percent of the formerly migratory students). At the same time, there was little difference between the percentage of regular year currently and formerly migrant students in receipt of instruction in the language arts (26 percent versus 21 percent) and mathematics (26 percent versus 24 percent).

Of note is that currently migratory students in regular school year projects were somewhat less likely than formerly migratory students to receive MEP support services. Also, no significant differences were found between the currently and formerly migrant students in receipt of instructional or support services in summer-term projects.

The numbers and percentages of students receiving MEP service of any kind (other than identification, recruitment, and entry into MSRTS), i.e., receiving either MEP instruction or support services, were as follows:

- Regular school year currently migrant students: 141,552 (80.4 percent)
- Regular school year formerly migrant students: 237,498 (85.2 percent)
- Summer-term currently migrant students: 71,398 (99.8 percent)
- Summer-term formerly migrant students: 87,611 (98.8 percent).

Exhibit III.1.a

Percentage of Migrant Students Receiving MEP-Funded Instructional Services, by Instructional Category

Instructional Service	Percentage of Regular School Year Students: Currently Migratory	Percentage of Regular School Year Students: Formerly Migratory	Percentage of Summer-Term Students: Currently Migratory	Percentage of Summer-Term Students: Formerly Migratory
Reading	45.5 (3.6)	32.5 (2.4)	86.5 (1.9)	83.7 (3.0)
Other Language Arts	26.0 (3.1)	21.3 (1.9)	81.3 (2.4)	75.4 (3.5)
Mathematics	25.9 (3.3)	23.8 (2.1)	75.8 (2.7)	79.6 (3.1)
Science	7.7 (2.0)	5.3 (1.2)	29.8 (3.2)	48.0 (4.3)
Social Science	7.1 (2.0)	5.5 (1.3)	32.6 (3.2)	34.7 (4.4)
Vocational/Career	1.0 (0.4)	2.2 (1.2)	25.8 (3.0)	33.0 (4.3)
Cultural Enrichment	4.3 (1.0)	1.5 (0.5)	58.5 (3.1)	57.9 (4.1)
Preschool Training	1.2 (0.7)	0.5 (0.2)	16.7 (2.4)	10.5 (3.3)
Health	1.8 (1.2)	2.4 (1.4)	16.5 (2.0)	14.3 (2.3)
Basic Skills/Tutoring	1.6 (0.5)	3.1 (1.2)	3.5 (0.6)	3.3 (0.7)
Other	0.7 (0.5)	3.9 (1.7)	7.8 (1.2)	6.6 (1.1)
Any of the Above	60.0 (3.3)	49.8 (2.6)	98.6 (0.4)	97.4 (0.9)

Source: Basic Student Form Item 17.

Note: Standard errors are shown in parentheses.

Exhibit III.1.b

Percentage of Migrant Students Receiving MEP-Funded Support Services, by Support Services Categories

	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
Support Service	Currently Migratory	Formerly Migratory	Currently Migratory	Formerly Migratory
Medical Screening or Treatment	54.8 (3.4)	59.4 (2.3)	41.3 (2.9)	53.0 (4.0)
Dental Screening or Treatment	49.5 (3.5)	54.6 (2.4)	32.7 (2.7)	49.2 (4.2)
Meals	24.4 (3.4)	13.3 (1.8)	72.5 (2.8)	72.1 (2.8)
Clothing	27.8 (3.6)	13.6 (1.9)	12.0 (2.2)	6.0 (1.2)
Transportation	30.1 (3.6)	38.7 (2.8)	83.4 (2.7)	89.0 (1.8)
Home-school Liaison	58.0 (3.3)	58.6 (2.4)	74.9 (2.3)	80.5 (2.1)
Day Care	0.5 (0.2)	0.3 (0.2)	5.8 (1.3)	0.6 (0.3)
Guidance or Counseling	48.2 (3.6)	46.7 (2.7)	35.5 (2.9)	50.4 (4.1)
Needs Assessment	6.5 (2.8)	15.3 (3.1)	--	--
Other	2.3 (1.5)	0.9 (0.2)	1.1 (0.9)	2.7 (1.3)
Any of the Above	72.8 (2.8)	78.7 (1.7)	97.8 (1.1)	97.6 (0.9)

Source: Basic Student Form Item 20.

Note: Standard errors are shown in parentheses.

Given that some migrant students were enrolled in school districts, schools, or grades where no MEP services were offered, it is significant that the above numbers indicate that over 80 percent of regular school year migrant students received at least some MEP service.

Overall, a larger percentage of students in the lower grade levels received MEP instruction and support services (about 72 percent for Pre-K and K-6 instruction and 87 and 85 percent for pre-K and K-6 support services, respectively) (Exhibits A.24.a and A.24.b). This was also true of most of the instructional services (e.g., reading, other language arts, mathematics, science, social science).

In light of the recent emphasis on services to preschool students and student aged 18-21, local MEP coordinators were asked specifically what MEP services currently were offered to these two groups and what additional services were planned (Exhibits A.26 and A.27). About half of the regular school year projects and almost three-fourths of the summer-term projects reported that MEP services are currently offered to preschool students. However, the descriptions offered of these services were vague. For example, the principal descriptive response (by 27 percent of regular school year projects and 38 percent of summer-term projects) was simply that the project offered preschool or daycare services. A substantial percentage (about 11 percent of regular school year projects and 25 percent of summer-term projects) noted having home-based programs. Also, some (about seven percent and three percent, respectively) reported offering health, dental, and other health services to preschool children.

Of those projects that stated they did not currently offer preschool services, 45 percent of the regular school year projects and 20 percent of the summer-term projects reported an intent to begin such services. The distribution of these planned services was basically identical to those reported by projects currently offering services.

About half of both the regular school year and summer-term projects reported currently offering MEP services to migrant students aged 18-21. The main services offered were referral to other, non-MEP services (by about 23 percent of regular school year projects and 10 percent of summer-term projects) and tutoring/GED/adult education (14 percent of regular school year projects and 19 percent of summer-term projects). Also, about nine percent of the regular school year projects and 15 percent of the summer-term projects reported offering this age group the same services that were available for other age groups.

Of those projects reporting that they did not currently offer services to migrant students aged 18-21, 23 percent of the regular school year projects and 16 percent of the summer-term projects said that they intended to begin such services. The distribution of these planned services was basically identical to those reported by projects currently offering services to this age group.

Intensity of MEP Services

The mean hours of receipt of MEP instructional services (as noted above and shown in Exhibit A.28) was based on data from student records and interviews with school personnel. These figures are in basic agreement with similar project-level estimates provided by local project coordinators (Exhibits A.29 and A.30). The student-level data show that most MEP instruction in specific subject areas (e.g., reading, mathematics) was offered for about two and one-half hours each week. These data also show that, for the regular school year students, currently migratory students tended to receive slightly more hours of instruction than did formerly migratory students.

Differences in Services Between Regular School Year and Summer-Term Projects

Aside from the fact that a considerably larger percentage of students participating in summer-term projects receive MEP services because these often are the only instructional and support services available, a wider range of services typically were offered. This was largely a result of instructional services being offered for more hours per week during the summer term. Certain support services also were more frequently offered by summer-term projects. For example, meals and transportation were more likely to be offered by MEP during the summer term because the regular school program usually was not available to provide such services.

Project estimates of the percentage of migrant students receiving MEP instruction by means of various instructional arrangements were provided by local project coordinators. The most common arrangements for regular school year projects were (a) having additional teachers or aides assist in the regular classroom and (b) pulling migrant students out of the regular classroom for supplemental instruction (Exhibit A.31.a). Study data also show that, for the additional teacher/aide in classroom arrangement, the typical teacher-student ratio was one teacher or aide to 2-15 students; for the "pull-out" approach, the typical class size was about 2 to 6 students (Exhibits A.32.a and A.32.b).

In summer-term projects, students most often were taught in classes comprised mainly of migrant students that were organized by age or grade level. Typically, these classes were led by a teacher working alone; however, another frequent arrangement was for the teacher to be assisted by additional teachers or aides (Exhibit A.32.c).

Data from the intensive case study visits indicated that instructional services offered in summer school were quite different from regular school year services. MEP summer projects usually operated for three to seven weeks, either a half-day or full-day, and offered instructional services in a wide range of academic subjects. In a few of the visited summer projects, MEP supplemented a regular summer school program. MEP provided supplementary services (e.g., tutoring) to migrant students as well as a few migrant-specific courses (e.g., the Portable Assisted Study Sequence [PASS]) or courses that paralleled the regular summer courses but were taught in Spanish.

Following are some examples of MEP services provided at some of the visited sites:

- In all three elementary schools in one summer-term MEP project that operated as a part of a school system summer program, selected migrant students received supplemental English language instruction in a pull-out setting for 45 minutes each day. A bilingual teacher and aide worked with students primarily on oral language acquisition. Migrant students were selected based on language proficiency as measured by the IDEA test, with eligible currently migratory students receiving priority. One of the elementary schools also provided a before-school drop-out prevention program in which several academically successful migrant students were paid to tutor migrant children in grades 3-6 who had received failing grades in language arts or mathematics. Classroom teachers assisted in the tutoring sessions which were held twice each week for 30-45 minutes.

- In another summer project, the pre-school program included support services such as meals and dental screening, and readiness activities in the primary language along with some English language development. Grades K-8 students received a full-time education for 18 days. Emphasis was on whole-language and thematically based instruction to allow consistent focus on one or two topics that involved reading, math, science, and art. One fourth grade class, for example, focused on space, and a second grade class used the theme of bears. Secondary students received 5.5 weeks (66 hours) of assistance in completing high school courses for credit. Courses, using PASS materials, were provided through tutors at the local community college.

Service to Migrant Students by Other Programs

Because regular school year migrant students participated in a total school program of which MEP generally was only a small part, their assignment to specific programs and services usually was determined by their relative need and the range of services available at the school. In addition to the regular school program, about 29 percent of regular school year migrant students were reported to receive compensatory instructional services (other than MEP). About 24 percent of regular school year migrant students reportedly received regular Chapter 1 instruction. About 71 percent of regular school year migrant students reportedly did not receive instructional services from any compensatory program (other than MEP).

Special services by various providers other than MEP were more frequently available during the regular school year than during the summer term (Exhibit III.2). The "other" service provider serving the most regular school year migrant students was the Chapter 1 basic grant program, which served about 24 percent of the students. This was only about half of the migrant students reported to be eligible for this service (Chapter II). With respect to differences in the proportions of students served by various programs by groups of states, only limited information was available (Exhibit A.35). Although some understandable differences were found, for example, the fact that a larger percentage of students in western and central states participate in Title VII (bilingual education) given the higher proportion of the general student populations in these states that is limited-English-proficient, other differences, such as the higher proportion in regular Chapter 1 and lower proportion in Special Education in western states, are not so easily understood.

About 29 percent of the regular school year migrant students received compensatory services (other than MEP) for an average of approximately nine hours per week (Exhibits A.36.a and A.36.b). This is more than twice the mean four hours per week of MEP instructional service noted previously. Particularly noteworthy is that, according to these data, about 71 percent of regular school year migrant students did not receive instructional services from any compensatory program other than MEP. Given that about 75 percent of migrant students exhibited two or more of the indicators of education-related need (Chapter II), MEP clearly served a large number of students whose special educational needs were not being met by any other program.

About 70 percent of regular school year students and 18 percent of summer-term students received support services from programs other than MEP (Exhibit A.36.c). The primary services were medical and dental screening and treatment, meals, transportation, and guidance and counseling.

A comparison of MEP with other compensatory services showed considerable similarities. For example, the Chapter 1 program (of which MEP is a part) is similar in focus on grade levels, content areas, and service setting.[1] Chapter 1 services nationally continue to focus on the elementary grades; 17 percent of all public school students enrolled in pre-K through grade 6 participate in Chapter 1, whereas only five percent of students enrolled in grades seven through 12 participate. As with MEP, the primary Chapter 1 service offerings are instruction in reading, mathematics, and other language arts, with 72 percent of Chapter 1 participants receiving instruction in reading, 45 percent in mathematics, and 20 percent in other language arts. Also, as with regular school year MEP projects, the primary instructional settings are pull-out classes and an extra teacher or aide in the regular classroom.

---

[1] Comparison data were obtained from: A Summary of State Chapter 1 Participation and Achievement Information for 1988-89, Washington, DC: U.S. Department of Education, Office of Policy and Planning, 1991.

Exhibit III.2

Percentage of Migrant Students Provided with Special Services Other Than MEP, by Service Provider

	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
Other Service Providers	Currently Migratory	Formerly Migratory	Currently Migratory	Formerly Migratory
Title VII (Bilingual)	6.0 (2.0)	5.2 (1.2)	8.3 (1.2)	1.0 (0.3)
Chapter 1 (Other Than Migrant)	20.5 (3.1)	25.8 (2.4)	0.5 (0.2)	1.8 (0.3)
Special Education (for Handicapped)	5.7 (1.7)	5.7 (1.0)	--	0.1 (0.1)
Gifted/Talented Program	0.7 (0.3)	0.4 (0.2)	--	--
Head Start	0.3 (0.3)	--	0.6 (0.2)	0.1 (0.1)
Migrant Health Centers	6.3 (2.2)	2.7 (1.1)	--	--
HEP/CAMP	--	--	5.7 (1.0)	--
Private or Community Organizations	1.2 (0.5)	0.8 (0.2)	0.7 (0.2)	0.1 (0.1)
Other	1.4 (0.4)	4.9 (0.7)	5.3 (1.2)	6.4 (1.2)

Source: Basic Student Form Item 23.

Note: Standard errors are shown in parentheses.

Extent to Which Students are Served by Multiple Programs

Exhibits III.3 and III.4 show the percentages of migrant students who received services from providers other than MEP in addition to or independently of MEP instructional services, respectively. (Participation in the general school curriculum available to all students is not included in these data.) As the exhibits reveal, the four major providers other than MEP of services to migrant students were reported to be the Chapter 1 regular program, special education for children with disabilities, the Title VII (bilingual) program, and Migrant Health Centers. As the exhibits also show, participation in these other services was largely restricted to regular school year students.

The primary non-MEP instructional service received by migrant students was regular Chapter 1, with about 30 percent of the regular school year recipients of MEP instruction also being recipients of regular Chapter 1. About 16 percent of the regular school year migrant students who do not receive MEP instructional services do receive regular Chapter 1 services.

Several of the intensive case study sites provided MEP services through instructional aides or teachers who were jointly funded by either MEP and regular Chapter 1 or MEP and bilingual education funds. Due to large overlaps in the number of students eligible for both programs, this combined approach to service delivery was seen to be a means of stretching funds and facilitating the provision of services from multiple sources. In one regular school year project, most compensatory staff were funded by MEP and regular Chapter 1, 40 percent and 60 percent, respectively. In another project, 50 instructional aides were multiple-funded by MEP, regular Chapter 1, state compensatory education, immigrant assistance, state bilingual, and state school improvement funds, with a total of 15 FTE aides (28 percent of the total full-time equivalence [FTE] aides) funded by MEP. The instructional aides were expected to spend proportional time with students identified for the various categorical programs; that is, if half of an aide's salary was paid from MEP funds and the other half from regular Chapter 1 funds, the aide was expected to work 50 percent of the time with students receiving MEP services and 50 percent of the time with students receiving regular Chapter 1 services.

Exhibit III.3

Of Those Students Receiving MEP Instructional Services, the Percentages Also Receiving Services from Selected Other Service Providers

Other Service Providers	Percentage of Regular School Year Students	Percentage of Summer-Term Students
Title VII (Bilingual)	8.5 (1.9)	4.3 (0.6)
Chapter 1 (Other Than Migrant)	30.7 (2.9)	1.2 (0.2)
Special Education (for Handicapped)	5.0 (1.3)	0.1 (0.0)
Gifted/Talented Program	0.4 (0.2)	--
Head Start	0.2 (0.2)	0.3 (0.1)
Migrant Health Centers	6.4 (1.9)	--
HEP/CAMP	--	2.6 (0.5)
Private or Community Organizations	1.0 (0.2)	0.3 (0.1)
Other	3.2 (0.6)	6.1 (0.9)

Source: Basic Student Form Item 17 and 23.

Note: Standard errors are shown in parentheses.

Exhibit III.4

Of Those Migrant Students Not Receiving MEP Instructional Services, the Percentages Receiving Services from Selected Other Service Providers

Other Service Providers	Percentage of Regular School Year Students	Percentage of Summer-Term Students
Title VII (Bilingual)	1.9 (0.4)	--
Chapter 1 (Other Than Migrant)	15.7 (2.1)	1.5 (1.5)
Special Education (for Handicapped)	6.7 (1.2)	--
Gifted/Talented Program	0.7 (0.3	--
Head Start	--	--
Migrant Health Centers	1.4 (0.5)	--
HEP/CAMP	--	--
Private or Community Organizations	0.9 (0.4)	--
Other	3.9 (0.6)	--

Source: Basic Student Form Item 17 and 23.

Note: Standard errors are shown in parentheses.

Basis for Participation in Regular Chapter 1

About 80 percent (139,968) of the currently migratory and 74 percent (206,556) of the formerly migratory regular school year students reportedly did not receive regular Chapter 1 services (Exhibit III.2); that is, only 20 percent of the currently migrant students and 26 of the formerly migrant students did receive regular Chapter 1 services.[2] Data presented earlier in this report, however, showed that about 47 percent of regular school year migrant students are eligible for Chapter 1 Basic Grant services (Exhibit II.3.a). Four major reasons were given for why students did not receive Chapter 1 Basic Grant services. First, about 30 percent did not participate in regular Chapter 1 because they reportedly were not eligible based on their test scores (Exhibit III.5). Second, another 10 percent were considered ineligible based on not being recommended for service by their teachers. Third, other students did not participate because regular Chapter 1 was not offered in the schools that they attended (24 percent) or in the grades in which they were enrolled (about 16 percent), although they may or may not have been eligible for the program. And fourth, an additional 16 percent were not served either because they were participating in other special programs that were presumed to meet their needs better than would regular Chapter 1, or because they were participating in another needed class that conflicted on the schedule with regular Chapter 1 instruction. Most of the remaining students reportedly were unserved because of missed testing dates, short enrollment period, lack of openings in the classrooms, severe student behavioral problems, or parental or student refusal to participate.

Reasons for nonparticipation in regular Chapter 1 differed considerably for migrant students in different grade-level categories (Exhibit A.37). For example, eligibility of

---

[2] To determine the reasons for this nonparticipation in regular Chapter 1, a follow-up telephone interview was conducted with personnel at each school in which a member of the study sample of regular school year migrant students was enrolled on March 1, 1990. Reasons were solicited concerning why eligible students in the school might not have received regular Chapter 1 services. The Basic Student Form data for each sample student in the school then were reviewed to determine the most likely reason why those students who did not receive regular Chapter 1 were not served. This follow-up was conducted for regular school year students only because such services were known not to be available in most summer-term projects; thus, the reason for nonparticipation in summer-term projects was not an issue.

Exhibit III.5

Percentage of Migrant Students Who Did Not Receive Regular Chapter 1, by Reasons Why They Did Not Receive This Service

Reason for Not Receiving Regular Chapter 1 Services	Currently Migratory Students	Formerly Migratory Students	Total Migrant Students
Not eligible/test scores too high	23.2 (3.2)	35.0 (2.9)	30.2 (2.2)
Not eligible/not recommended by teacher	10.9 (2.7)	9.1 (1.7)	9.8 (1.5)
Not offered in student's school	32.0 (3.8)	18.2 (1.8)	23.8 (1.9)
Not offered at student's grade level	14.3 (2.6)	17.9 (2.5)	16.4 (1.8)
Enrolled in MEP	9.9 (1.5)	7.2 (0.9)	8.3 (0.8)
Enrolled in program for LEP	1.5 (0.4)	2.2 (1.0)	2.0 (0.6)
Enrolled in Special Education	4.2 (1.6)	4.1 (0.8)	4.1 (0.8)
Enrolled in regular school program	0.4 (1.9)	3.2 (1.1)	2.1 (0.7)
Missed test/short enrollment/class full	2.4 (1.5)	0.4 (3.8)	1.2 (0.7)
Behavioral problem/parent or student refusal	1.2 (0.6)	2.6 (1.7)	2.1 (1.1)

Source: Follow-up study of why some migrant students did not receive Regular Chapter 1 services.

Note: Standard errors are in parentheses.

students in lower grade levels was less dependent on test scores and more dependent on teacher recommendation. Also, because regular Chapter 1 services were more likely to be offered in the elementary grades, students at other grade levels--particularly in junior high and high school--were more likely to be enrolled in schools where the services were not offered.

Several factors of interest concerning nonparticipation in regular Chapter 1 that are not apparent from the findings presented above were noted during telephone interviews with school personnel. A range of testing cut-off scores was used to determine regular Chapter 1 eligibility. Although most schools reported using the 35th percentile, others reported using the 25th percentile, the 40th percentile, the 50th percentile, or a rank ordering of test scores with students with lower test scores assigned first to service until all slots were filled. The term "teacher recommendation," when used as a determinant of eligibility, sometimes meant that teacher recommendation was used as a substitute for test scores (primarily for younger students where testing is more difficult) and sometimes meant that, regardless of test scores, the teacher considered some alternate placement (usually the regular classroom) to be more suitable for the student (particularly in cases of borderline test scores).

The decision to place a student in some program other than regular Chapter 1 sometimes was based on the student's oral English ability and how the school was organized to deal with students who were limited-English-proficient (LEP). For example, some schools might have LEP classes or a bilingual teacher in the regular classroom to work with LEP students. In these cases, a LEP student might have been assigned to one of these settings rather than to regular Chapter 1 which might not be structured to handle such students. After the student became more proficient in English, he or she might be "promoted" to the regular Chapter 1 class.

Also of interest was that very few Special Education (for individuals with disabilities) migrant students were assigned to regular Chapter 1. A Special Education class was usually the setting of choice.

Services Provided by State-Level MEP Projects

Eighteen states reported having state-level MEP projects (Exhibit A.38). About half of these states reported having one state-level project and about half reported having two to five; one state reported having 58. The primary services provided were inservice training, operation of MSRTS, assistance with identification and recruitment, and technical assistance to local projects. Thus, although local projects, as noted in previous sections of this report, typically focused on direct service provision to students, state-level projects typically focused on various aspects of technical assistance to local projects. Nine states, however, did report providing direct instructional and/or support services to students; that is, state staff themselves provide instructional services such as tutoring, counseling services, etc.

Service Provision by Private/Community Organizations

Sixty-one percent of regular school year and 63 percent of summer-term projects reported that they coordinated with and referred migrant students in their service area to other private or community agencies for needed instructional and support services. Also, in interviews conducted with representatives of private or community service delivery agencies in 52 regular school year and 27 summer-term projects, about 80 percent of these agencies reported providing health services (e.g., medical, dental) to migrant children in the community, about half reported providing other support services (e.g., food, clothing, housing, employment assistance, legal assistance), and about one-fourth reported providing instructional or enrichment services (e.g., daycare, guidance or counseling). On the average, these agencies reported serving about 400 migrant children during the past year.

Case study data verified that considerable services were provided to migrant children through coordination of activities with a range of local service delivery agencies. However, when asked about the role of specific national organizations, such as the Interstate Migrant Education Council (IMEC) and the National Association of State Directors of Migrant Education (NASDME), in the coordination of services to migrant students, local project personnel reported being aware of the existence of the organizations but unsure of their role in or impact on the provision of services to migrant students.

Sites visited for the intensive case studies were quite effective in tapping into private sources and other public agencies to expand the types and amounts of services for migrant students. Many of the projects played a case management role in obtaining a range of assistance to meet migrant family needs. Although this was often the role of the recruiter, some projects assigned one or more staff members to the job of community service assistant, home-school consultant, or home-school liaison. In a few cases, the MEP simply printed a brochure informing parents of social services that were available. In other cases, parents came to the migrant project office looking for help and the MEP staff made telephone calls, set up appointments, drove the migrant parents to the appropriate agency to obtain assistance, and translated for parents who did not speak English. These MEP staff provided a vital link between migrant families and the school system, and they became trusted advocates for migrant workers and their families in dealing with the school district and other community agencies.

- In one regular school year intensive case study project, the MEP tapped into a valuable resource in the form of volunteers. The project was located near a large trailer park that housed retirees from several northeastern states, many of whom were former teachers or school administrators. The project had made a dramatic commitment to getting these "snowbirds" (as they were referred to locally) to volunteer as instructional aides in the migrant program.

- In several projects, private organizations and charities played a major role in bridging the gaps between social services and migrant families. As examples, MEP obtained eyeglasses for students through the Lions Club, local physicians charged reduced rates when MEP was paying for health services, and the university dental school arranged for dental vans to provide free services to migrants.

The Relationship Between "Need" and Service Provision

There was evidence that regular school year MEP services were likely to be provided to students based on need (e.g., students with two or more indicators of need were twice as likely to receive MEP services as those with no perceived needs). Students were more likely to be served in schools and grade levels with the largest concentrations of migrant students. In situations where only a few migrant students were enrolled in a particular school or grade, needy students were, for economic reasons, more likely to be served by some other compensatory service or not at all.

In Chapter II of this report we summarized findings concerning the extent to which migrant students enrolled in school or participating in summer-term MEP projects are educationally or economically needy. Eight indicators of need were used to rate students according to the extent to which they exhibited education-related needs, and the numbers and percentages of students having none of these needs, one need, two needs, etc., were noted.[3] Exhibit III.6 shows the relationships between the numbers of needs and the receipt of MEP instructional or support services. As shown in the exhibit, there is a pronounced difference in the percentages of regular school year migrant students who have no indicators of "need" and receive MEP services and those who have two or more indicators of need and receive MEP services. However, students with two indicators of need appear to be just as likely to receive MEP services as do students with one, three, four, or five or more of the indicators of need. Also, receipt of services by students in summer-term projects appears to have no particular relationship to need. As noted previously, this is probably due to the fact that virtually all migrant students participating in summer-term projects received services.

The number of needs and the mean number of hours per week of MEP instruction received are shown in Exhibit A.39. As with the findings in Exhibit III.6, although there is a difference between the no-needs students and the two-or-more-needs students, there is no indication of a further relationship between need and hours of instruction. This is true for both regular school year and summer-term students.

---

[3] These indicators of need were that the student: (a) is one or more grades behind grade level, (2) has a high absentee rate, (3) is eligible for regular Chapter 1, (4) is eligible for free or reduced-price meals, (5) exhibits severe behavioral problems, (6) has a low reading achievement level, (7) has a low achievement level in other language arts, (8) has a low mathematics achievement level.

A possible explanation for why students exhibiting one or two of the indicators of need were just as likely to receive MEP instructional services as students exhibiting four or five is that most projects offered instructional services in the schools and grades with the larger concentrations of migrant students. Thus, although most needy students enrolled in these schools and grades received services, the extent of need, above a certain threshold, had no particular influence on selection for services. In situations where only a few migrant students were enrolled in a particular school or grade, needy students were more likely to be served by some other compensatory service because offering MEP services would not be cost-effective.

Program Coordination

Local project coordinators reported coordination between MEP and other programs and service delivery agencies to range from intensive to virtually nonexistent.

During the onsite data collection activities, interviews were conducted with representatives of local service delivery agencies in the community (other than the public school system) at 52 regular school year and 27 summer-term projects. In virtually all of these projects, the respondents' perceptions of the adequacy of MEP coordination with the interviewed agency and other service delivery agencies in the community was that MEP was doing a "good" or "very good" job of coordinating services. When asked for suggestions for improvement in coordination, respondents in about one-third of these projects indicated that there was "no need for improvement." Among the two-thirds who did see a need for improvement, suggestions included "obtaining more funds/staff," "doing earlier/more efficient job of identifying students who need services," and "scheduling/coordinating better with the agency."

Exhibit III.6

Percentage of K-12 Migrant Students Receiving Any Instructional Service and Support Service, by Number of "Needs"

Number of "Needs"	Percent Receiving Any MEP Instructional Service		Percentage Receiving Any MEP Support Services	
	Regular School Year Students	Summer-Term Students	Regular School Year Students	Summer-Term Students
0	26.4 (5.3)	96.7 (3.3)	56.0 (7.0)	96.9 (1.5)
1	49.8 (5.0)	97.0 (1.6)	78.2 (3.2)	97.7 (1.5)
2	56.4 (4.4)	97.4 (1.2)	79.4 (2.8)	98.0 (1.2)
3	58.9 (5.0)	98.7 (0.8)	77.9 (4.0)	97.9 (0.7)
4	67.1 (5.7)	98.0 (0.9)	85.6 (3.2)	94.4 (4.1)
5 or more	52.9 (4.2)	99.0) (0.5)	70.1 (3.6)	98.6 (0.6)

Source: Basic Student Form Items 1, 5, 6, 7, 9, 10, 11, 15, 16, 17, and 20.

Note: Standard errors are in parentheses.

At a number of sites visited for the intensive case studies, coordination between the migrant projects and other agencies and private organizations had resulted in a level of service provision to migrant students and their families that went well beyond that which would have been possible with MEP funds alone. Some projects funded a staff member, such as a health coordinator, who was responsible for accessing services for migrant families provided through other agencies or by private individuals. In other cases, migrant funds were combined with other funding sources to meet community needs. For example, in one summer project, the MEP operated a childcare center in conjunction with the department of social services. The program started as a migrant summer preschool program but now served all needy preschool children. Another project operated a summer college-bound program as a cooperative arrangement with the local community college.

In case study projects that appeared to demonstrate successful coordination between MEP and community or other local programs, the local MEP director seemed to be the driving force for this success. The data suggested that coordination was more successful when the director (or other MEP staff member) was motivated to search for additional resources, was in the position long enough to resolve the difficulties involved with working with other groups, and was respected in the community and district.

The case study data also indicated significant differences at the local level between regular school year projects and summer-term projects in the coordination of MEP services with the regular school program. At all of the visited regular school year sites, the MEP project operated in addition to the full array of other school programs and services. The degree of coordination among these ranged from a simple concern that each student be assigned to appropriate instructional programs to situations in which MEP, regular classroom, and other special program teachers met weekly to plan instruction for each migrant student.

The degree of coordination appeared to be related to the stability of the migrant population, the proportion of the student population eligible for MEP, and the structure (e.g., setting, delivery system) of MEP services relative to other programs in the schools. The stability of the migrant population appeared to affect the locus more than the extent of coordination. When there was little mobility during the school year, instructional decisions for individual migrant students were made in much the same way as for nonmigrant students. When many migrants moved and, particularly, when the size of the migrant population changed abruptly, coordination often was a district-level activity.

- In one project, where most migrants were settled out and what movement did occur was mostly in the summer, services to migrant students were coordinated through formal and informal meetings between teachers, with regular classroom teachers serving as "case managers." Grade-level meetings were held once each week and included all staff working with students in a particular grade. A new curriculum guide was being developed for the district. Activities for all students were to be outlined in the guide to assist regular classroom and pull-out teachers in coordinating their activities.

- In another project, where 42 percent of the students were migrant and 65 percent of these were currently migratory, several administrative and instructional staff meetings were held regularly. Senior MEP staff, including the project director, counselors, and supervisors of aides/recruiters/clerks, met formally each month to discuss activities and incidents. In addition, the central administrative staff (including the MEP director, all superintendents, principals, and the computer-assisted instruction, elementary-secondary, bilingual/ESL, and Special Education directors) met weekly to discuss such issues as the accomplishments of the education program, budgets, and needs assessments/evaluations.

The proportion of students who were migrant seemed to have an impact on both the style and extent of instructional coordination.

- In a district where only about one percent of the students were migrant, the migrant specialist was housed in the same office as the bilingual coordinator and the Chapter 1 coordinator. The focus of the group's activities was on provision of services to needy students; however, little distinction was made between migrant students and other needy students.

- In another project where over 40 percent of the students were migrant, few conversations took place without migrant issues being discussed. Such communications were aided by the fact that all central administration was housed in the same building and that the MEP project director also was responsible for regular Chapter 1 and all state compensatory programs.

The structure of the education programs within a district, including the particular role "assigned" to MEP, appeared to be directly related to the extent of instructional coordination.

- In one project that served a multicounty area, MEP chose to focus on indirect services because of the relatively small proportions and low densities of the migrant population. Thus, coordination of educational services was constrained by the mere fact that few direct instructional services were provided by MEP.
- In several projects, a general lack of coordination with other programs appeared to result from how the migrant program was perceived. As compared with regular Chapter 1 or bilingual education, MEP was seen as even more of a "supplemental program" because students received other services for which they were eligible first, and then, if they also were eligible for MEP, they could elect to participate. Staff and administrators did not see migrant status as having any particular impact on school performance, and MEP was viewed as a nice "add on."

Visited summer-term projects that operated within a larger summer school system usually provided supplementary services to migrant students who were in the regular summer school. Coordination tended to be active, involving district-level and building-level meetings of migrant education, regular education, and other special program personnel, much as would be the case during the regular school year. The agenda of the district as a whole, rather than that of the MEP, generated most of the programming. Other MEP summer programs operated in parallel with other summer activities. In such cases, coordination with other programs tended to be passive, with MEP focusing on activities thought to be needed but not available from other sources. In still other summer projects, particularly where the MEP was the only summer offering in a district, there appeared not to be any coordination activities at all.

Coordination of instructional and support services across districts was more the exception than the rule during both the regular school year and the summer term. Although there were efforts on the part of administrators to improve coordination within their streams, rarely did this coordination reach down to the classroom level.

Summary of Services Findings

The major study findings regarding services provided to migrant students were the following:

- Numbers of Students Receiving MEP Instructional and Support Services:
    - Just over 80 percent of migrant students enrolled in school during the regular school year reportedly received MEP instructional or support services (other than identification, recruitment, and entry into MSRTS); 60 percent of currently migratory and 50 percent of formerly migratory students in these projects received MEP instruction.
    - The most prevalent MEP instructional services provided to migrant students, based on numbers served, were supplemental instruction in reading, other language arts, and mathematics. While this instruction in reading and other language arts reflects the need identified by teachers, the emphasis on mathematics instruction appears to have limited support based on need. One reason reported by some projects for the mathematics instruction was that language instruction needs were being met by other programs. The major MEP support services were medical and dental screening and treatment, home-school liaison, and guidance and counseling. These services appear to be well-supported by the indicated needs.
    - The percentage of currently migratory students receiving MEP instruction during the regular school year was somewhat higher than the percentage of formerly migratory students. While project personnel generally indicated that priority was given to currently migratory students, they also noted that their formerly migratory students also had considerable needs that were not being met by other programs. They also noted that formerly migratory students tended to be concentrated in the same schools and grade levels as currently migratory students and that, once services were made available (e.g., a teacher or aide hired) at a particular location, it was cost-effective to provide the service to all eligible migrant students who needed the service.
    - About half of the regular school year projects and almost three-fourths of the summer-term projects reported offering MEP services to preschool students. About half of both the regular school year projects and summer-term projects reported currently offering MEP services to

age 18-21 students. These are indications that projects are beginning to serve these age groups as a result of the 1988 legislative changes.

- Delivery Methods for MEP Instructional Services:

  -- For those regular school year students who received MEP instructional services, the average amount of service was four hours per week for 32 weeks. For those summer-term students receiving MEP instruction, the average per student was about 18 hours per week for six weeks.

  -- The predominant delivery methods for MEP instruction in regular school year projects were the use of additional teachers or aides to assist in the regular classroom and pull-out of migrant students from the regular classroom for supplemental instruction. The primary delivery method in summer-term projects was to serve students in classes composed of predominantly migrant students. These service delivery approaches are identical to models used by other compensatory programs.

- Service Provision by Other Programs:

  -- Because regular school year migrant students participated in a total school program of which MEP generally was only a small part, their assignment to specific programs and services generally was determined by their relative need and the range of services available at the school. In addition to the regular school program, about 29 percent of regular school year migrant students were reported to receive compensatory instructional services other than MEP. About 24 percent of regular school year migrant students reportedly received regular Chapter 1 instruction.

  -- For the estimated 76 percent of migrant students who did not participate in regular Chapter 1, the major reasons for nonparticipation were: noneligibility based on academic achievement level (about 40 percent), enrollment in schools or grade levels where Chapter 1 Basic Grant services are not offered (about 40 percent), and participation in other programs (about 16 percent).

  -- About 71 percent of regular school year migrant students reportedly did not receive instructional services from any compensatory program other than MEP.

- Relationship Between "Need" and Service Provision:

  There was evidence that regular school year MEP services were directed toward needy students (e.g., students with one or more indicators of need were twice as likely to receive MEP services as those with no perceived needs). Students were more likely to be served in schools and grade levels with the largest concentrations of migrant students. In situations where only a few migrant students were enrolled in a particular school or grade, needy students were, for economic reasons, more likely to be served by some other compensatory service or not at all.

- Coordination Between MEP and Other Programs and Service Delivery Agencies:

  Over 60 percent of both regular school year and summer-term projects reported that they coordinated with and referred migrant students in their service areas to other private or community agencies for needed services. The primary services provided by such agencies were health and other support services.

- Services Provided by State-level MEP Projects:

  -- Although most MEP services were delivered to students by local projects, 18 states reported having state-level MEP projects.

  -- The primary services provided by these state-level projects were inservice training, operation of MSRTS, assistance with identification and recruitment, and technical assistance to local projects.

IV. COMMUNICATIONS

The primary concern addressed in this chapter is the extent to which the flow of information about MEP students from one service provider to another facilitates the delivery of appropriate instructional and support services. There are a number of reasons for this concern. First, to the extent that migrant students change schools due to family moves to obtain temporal or seasonal employment, timely availability of pertinent student information at a new school is essential to minimizing educational disruption and discontinuity. Second, many migrant students' parents are educationally disadvantaged and/or limited in their English proficiency. This affects the parents' understanding of the need for, and ability to take responsibility for, the transmittal of student records from one school to another. Third, migrant students, especially children of undocumented workers whose access to publicly supported assistance is inhibited, may have special needs for nutritional and health services that need to be brought to the immediate attention of personnel in the new school.

Another concern is the role played by the Migrant Student Record Transfer System (MSRTS). In recognition of the special needs for ready access to pertinent student information, Title I of the Elementary and Secondary Education Act (P.L. 100-297) provided for the establishment of MSRTS, a national computer network that facilitates the transfer of migrant students' educational and health records among districts and MEP projects. The role that this and other systems of record transfer play in facilitating communication of migrant student information is of interest to those concerned with ensuring effective communications.

How Student Information is Communicated

Because local MEP services usually were offered in a school setting, communications regarding information about individual migrant students generally followed the procedures used by the school for all students, and was handled by the school or district personnel who obtained school records for all incoming students. In most projects, the MSRTS was not the primary system used to obtain migrant student academic and health information. However, MSRTS typically was one source of such information, particularly concerning MEP eligibility and migratory status. The primary reason reported for limited use of MSRTS was the relatively small role that MEP played in most districts.

To obtain information on the grade-level placement of a migrant student who had just enrolled in school, school or MEP staff were most likely to consult records from the prior school (66 percent for regular school year projects and 45 percent for summer-term projects). The next most frequently reported source was "information from parents or the student" (40 percent for regular school year projects and 48 percent for summer-term projects). Of interest is that 16 percent of regular school year projects specifically noted using MSRTS for information on student grade placement. This increased to 35 percent for summer-term projects. This difference is likely to be a result of the fact that summer-term projects are less often able to depend on the school system procedures for obtaining information.

Project responses to a related question on how they obtain information regarding the student's needs for compensatory services followed the same general pattern noted above, with one significant exception: over half of the projects reported that they conducted a needs assessment to determine such needs.

Projects reported that they obtained information regarding instruction that a student received at the prior school most often from records sent from the prior school (82 percent for regular school year projects and 56 percent for summer-term projects); about 30 percent of projects reported using MSRTS for this purpose. Information on student needs for health and other support services was obtained in a similar fashion except that screening by a school nurse was reported by about one-third of the projects. In addition, a rather high percentage (39 percent) of regular school year projects reported relying on information provided by parents or the student. Projects also reported that they obtained information on health or other support services received by the student at his/her last school primarily via records from the prior school, although MSRTS also was mentioned by 38 percent of the regular school year and 52 percent of the summer-term projects. For older migrant student, most projects (65 percent for regular school year projects and 30 percent for summer-term projects) reported that information on credits needed for graduation was also obtained from prior school records. Fifteen percent of regular school year projects and 19 percent of summer-term projects specifically mentioned using MSRTS to obtain this information.

The data discussed above regarding how needed student information usually is obtained were collected both from the local project MEP coordinators and from school personnel.[1] In most cases, the data from the two sources were virtually the same. However, the following exceptions were noted:

- Although MEP coordinators in only 14 percent of the regular school year projects reported needs assessments to be a source of information for grade-level placement, school personnel reported about twice this figure.
- Although MEP coordinators in only 10 percent of the regular school year projects reported MSRTS to be a source of information regarding need for compensatory services, school personnel reported about three times this figure.
- Although MEP coordinators in only 20 percent of the regular school year projects reported parents or student to be a source of information regarding instruction received in last school, and only 20 percent reported parents or students to be a source of information regarding support services received in the last school, school personnel reported about twice these figures.

The most frequent project response on how school or project personnel provide information to schools or projects to which a migrant student transfers was that the information was sent by mail or telephone upon request by the new school or project (64 percent of regular school year projects and 39 percent of summer-term projects). This was followed closely by projects reporting that pertinent information is entered into MSRTS (43 percent of regular school year projects and 42 percent of summer-term projects).

Case study data tended to confirm the survey findings regarding how school district personnel obtain information about individual students. At the visited sites, project personnel generally obtained needed information about migrant students primarily through the same system used by the school district to obtain information about any student. For regular school year projects, most of the requests for information were accomplished via mail, telephone, or FAX; most of the requested information was forwarded, usually in the form of a cumulative record, by the same mediums. MSRTS rarely was the initial or primary medium of communication. A typical school district routinely mailed a request for student records to the last school attended. In cases of immediate need, this request was made by telephone and a FAX response requested. In addition, MSRTS records were requested. Project personnel noted that the health information contained in MSRTS records was particularly helpful because such information was needed to determine if the students met the school requirements for immunizations, etc.

---

[1] However, only the data collected from the MEP project coordinators are presented in the exhibits in the Volume I Appendix.

For summer-term projects, there was considerably less emphasis on communications between districts. There were three reasons for this. First, the majority of the students served were local students for whom information already was available. Second, because of the short-term nature of most summer-term projects and the somewhat more general nature of the curriculum, there was less perceived need for student information and, in some cases, a perception that even if student information were requested, the response would be received too late to serve any practical purpose. (Also, the summer-term staff often simply were too busy to be concerned about student records.) Third, there often was no one with whom to communicate a need for information. Unless the sending school district also operated a summer-term program, school staff often were not available to provide student records.

The perceived utility of MSRTS in terms of interproject communications in the visited projects generally was quite low. In several case-study projects, MSRTS was used for student grade or class placement, to enroll students in school, or to check immunizations. In only one project did teachers report using MSRTS educational records to identify students with special education-related needs. Staff in several projects reported that they did not use MSRTS data at all. The staff of many projects viewed MSRTS as an instrument to aid in student identification and recruitment; the relationship between the number of students entered in MSRTS and project funding was apparent and staff tended to see MSRTS as critical for that purpose.

Case-study projects appeared more likely to use MSRTS or a similar system if they had a large percentage of currently migratory students who were experiencing educational disruption. Of the seven visited projects with a low percentage of migrant students experiencing educational disruption, only two indicated any uses for MSRTS. Of those projects with medium to high percentages of students experiencing educational disruption, all but one listed specific uses of either MSRTS or a similar system.

Several case-study projects used a regional data base that overlapped with MSRTS in terms of data elements. In these projects, the regional data base rather than MSRTS was used for student needs assessment, health records, recruitment, etc. In at least one case, the system was custom-developed to reduce paper work for project staff. The computer was used to print out the top half of student withdrawal forms, print envelopes with student addresses, and sort student addresses by zip code to assist recruiters in developing lists of students in their recruitment areas. The system also was tied to the district's main computer system so that data on student attendance and grades were readily available.

Two reported impediments to using MSRTS records at the local level were the delay in obtaining information and the burden of using the system. Although the concept of a student record transfer system rests on the use of computer terminals to access information, in many cases, terminals were not located at the MEP project site. In these cases, alternative methods had to be established for moving information back and forth between the MSRTS terminal and the migrant project staff:

- One project's MSRTS terminal was housed at a regional office approximately 40 miles away. Several times each week, a van from the regional office came to the district to drop off materials and pick up MSRTS forms.

- Another project's MSRTS terminal was located in a regional office. Local project staff completed student activity forms containing data for MSRTS. The forms were mailed or sent by FAX to the regional office where the MSRTS terminal was housed. Reportedly, this transfer of information typically required five to eight days.

- In another project, the nearest MSRTS terminal was in the SEA office 200 miles away. The MSRTS forms were sent back and forth by mail. One teacher described a situation in which she requested an MSRTS record for a student transferring from a school 30 miles away; the request had been made three months prior to the site visit and the record had not yet arrived.

- In another district, the MSRTS terminal was located at the school site where MEP services were provided. This permitted almost instantaneous response to information requests; however, the cost of this service was quite high as compared with the total project MEP budget.

The case study data indicated that changes in patterns of migration had little, if any, impact on the means by which sending and receiving projects communicated concerning coordination of services for migrant students. Reasons for this likely were that few of the visited projects actively communicated directly with other projects concerning coordination of services; rather, such communications typically appeared to be left primarily to regional, state, or national organizations. Also, significant recent changes in migration patterns appeared to be rare. In addition, during the case study visits for both regular school year and summer-term projects, no particular difference was noted in communications between districts on an interstate versus intrastate basis.

Use of MSRTS Data

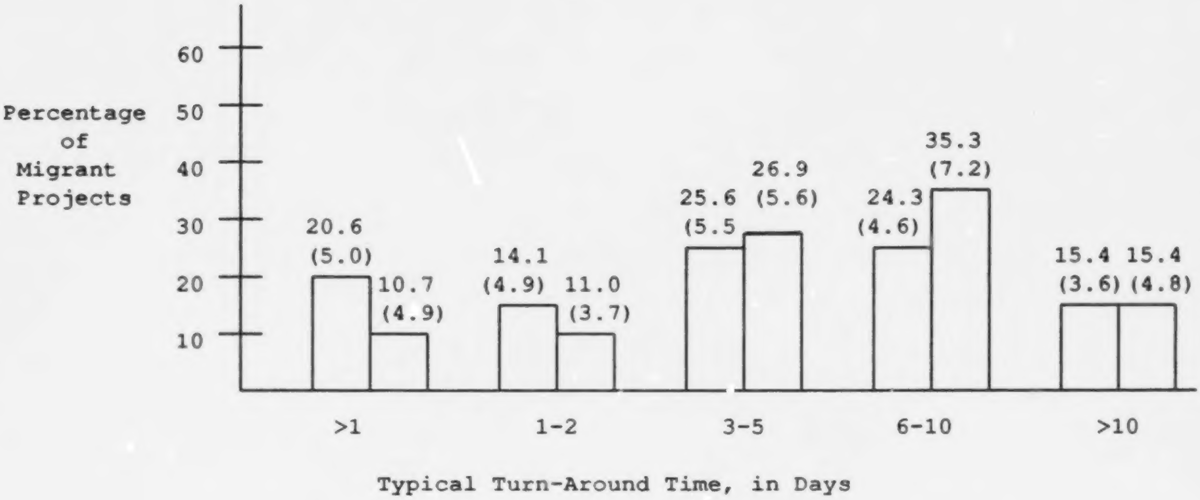
Local project personnel expressed concerns about the timeliness of the receipt of MSRTS information. The mean reported turnaround time for receipt of requested MSRTS data by school MEP personnel was six days for regular school year projects and 7.4 days for summer-term projects. Most of this delay was reported to result from the lack of local MSRTS terminals, which required transmittal of the data from/to a remote terminal via FAX or mail.

About one-third of the local MEP projects and most SEAs reported using MSRTS data for multiple purposes. In most projects, the relationship between the number of students entered in MSRTS and project funding was apparent and staff tended to see MSRTS as critical for that purpose.

Sixty-four percent of both regular school year projects and summer-term projects reported the ready availability of an MSRTS terminal for sending or receiving MSRTS data. About 20 percent of regular school year projects and about 10 percent of summer-term projects reported that the typical turnaround time for receipt of MSRTS information was less than one day; about 15 percent of projects reported more than 10 days (Exhibit IV.1). The mean reported turnaround time was about six days for regular school year projects and 7.4 days for summer-term projects. Additional information concerning MSRTS terminal

Exhibit IV-1

Typical Turn-Around Time for Receipt of MSRTS Information



Source: Site Observation Record Form Item I.16.a.

Notes: The first column for each "typical turn-around time" is for the regular school year; the second column is for the summer term.

For regular term projects, mean turn-around time was 6.0 (0.6) days; median time was 5.0 days.

For summer term projects, mean turn-around time was 7.4 (1.0) days; median time was 5.0 days.

availability and turnaround time was provided by less than half of the projects. Of these, 12 percent of the regular school year projects and 14 percent of summer-term projects reported needing an MSRTS terminal and five percent of the regular school year projects reported a need for additional MSRTS staffing. About five percent of regular school year projects and 17 percent of summer-term projects noted that MSRTS data often are incomplete and 15 and 11 percent, respectively, noted undue time required to obtain information. About 17 percent of regular school year projects and 7 percent of summer-term projects specifically mentioned receiving MSRTS data in a timely manner (Exhibit A.42).

Data from the case studies indicated that opinions about the utility of MSRTS and other methods of communication were related to the extent to which the communications were perceived as necessary (i.e., whether or not a sizeable proportion of the project's students moved often) and to the position held by the respondent (i.e., those working directly on MSRTS activities were more likely to see the system as useful than did those who had other roles in the project).

- Teachers in one project expressed resentment toward MSRTS, particularly the health forms. Because few students in this project experienced educational disruption, the teachers had little use for MSRTS data. However, the teachers were required to complete MSRTS forms and send them to the state office. The teachers felt unqualified to make decisions about students' health status and had no ready source of professional assistance; they put a great deal of effort into MSRTS but received little back in return. Although these teachers felt they had no need for MSRTS, they admitted that the system would be useful in a receiving district.

- Personnel in another project indicated that many of their migrant students were served by MEP summer-term projects in other states. They found MSRTS extremely helpful in showing summer-term services and permitting school personnel to apply credits earned in summer school. They found the MSRTS data to be timely and accurate.

- In another project, the MSRTS clerks/recruiters considered the MSRTS data to be timely, accurate, and useful. Teachers in the same project claimed that they only occasionally saw the records and rarely used the information.

Local project coordinators also were asked if MSRTS data were used for purposes other than as a source of information for determining the needs of individual students and, if so, how they were used. Twenty-two percent of regular school year project coordinators and 33 percent of summer-term project coordinators reported they did use MSRTS data for other purposes. Of these, most indicated that they used MSRTS to assist with program planning and to identify students' previous location; about 13 percent of these projects also noted using MSRTS as a source of data for determining the amount of funding received from the state (Exhibit A.43).

In turn, State MEP Directors were asked what uses, in addition to providing statewide counts of eligible migrant students for federal funding purposes, SEA-level personnel make of MSRTS data. The major uses of MSRTS data that they reported were to provide information on services offered to migrant students for inclusion in federal reporting and to provide educational status and demographic information for state planning purposes (Exhibit IV.2).

Interestingly, one of the major uses of MSRTS data--to determine project funding--was reported by only a small percentage of local projects, by less than three percent of the regular school year projects) and not at all by the states. MSRTS data are used not only as a basis for determining the amount of federal funding but also are used by states as one basis for determining the amount of individual project grants. Apparently, the uses of MSRTS data for these purposes were considered too obvious to warrant mention.

Adequacy of Current Communications

The current methods of communicating between MEP projects and the school districts from whom they received new students were considered to be moderately adequate, with about one-fourth of the districts reporting such communications to be completely adequate. The primary complaint about current communications with schools to which project students transferred was the length of time required to receive needed information.

When asked about the adequacy of the current methods of communicating between their projects or schools and the school districts from which they received new migrant students, MEP coordinators and school personnel in about three-fourths of the projects

Exhibit IV.2

Uses of MSRTS Data by State Migrant Education Programs (Excluding Statewide Counts for Federal Funding) (N = 51)

	States	
Data Use	N	%
Educational Status Information for Planning	40	78.4
"Services Provided" Information for Federal Reporting	41	80.4
Student Demographic Information for State Planning	45	88.2
Other, Such As:	20	39.2
Evaluation and Needs Assessments	8	17.6
Determine/Assist With Identification and Recruitment Needs	5	9.8
Information for Special Reports	5	5.8
Information for Staff Training	3	5.9

Source: State Program Questionnaire Item 13.

Multiple responses were possible.

reported these communications to be moderately adequate (Exhibit A.44). The remaining one-fourth reported such communications to be completely adequate. The primary complaint about current communications with the schools from which the students came was that too much time was required to receive needed information (Exhibit A.45.a). Whether this was because of deficiencies with the former school, the communications system, or the new project/school was not reported as a part of this response. However, the second most frequent complaint was that the prior school was too slow in responding to the request for information. Also noted as inadequacies were the prior school's unwillingness to send information and incomplete data in some MSRTS records. Suggestions for improvement in communications with students' prior schools included such general comments as "improve the procedures for obtaining records" and "provide a quicker way to get information" (Exhibit A.45.b). More specific suggestions included "using FAX," "getting an MSRTS terminal," and "providing more or better-trained staff."

The current methods of communication between projects and school districts to which migrant students transferred were considered to be somewhat more adequate than communications with schools from which students transferred, with almost half of the districts reporting communications with the former to be completely adequate (Exhibit A.46.a). This difference may result, at least in part, from the fact that communications with schools from which new students come reflect a need on the part of the reporting projects while communications with schools to which students are going reflect a need on the part of the schools receiving the students. The reported inadequacies in current communications with schools to which students transferred were, with one exception, quite similar to those for communications with schools from which new students came (Exhibit A.46.b). The one exception was that the school from which a new student came often did not know when a student was leaving or to which new school the student was transferring. This left the school in the position of not being able to forward needed student information until such information was requested from the school to which the student transferred. Suggestions for improving communications with schools to which students transferred were quite similar to those for improving communications with schools from which new students came (Exhibit A.46.c).

Summary of Communications Findings

The major study findings regarding communication of information about migrant students were as follows:

- How Student Information is Communicated:
    - Because local MEP services usually were offered in a school setting, communications regarding information about individual migrant students generally followed the procedures used by the school for all students. Obtaining needed student information from prior schools usually was not the responsibility of MEP staff but was handled by the school or district personnel who obtained school records for all incoming students. Thus, a school or district procedure, rather than a program-specific procedure, typically was used.
    - In most projects, the MSRTS was not the primary system used to obtain needed migrant student academic and health information. However, MSRTS typically was one source of information, particularly concerning MEP eligibility and migratory status. The primary reason reported for limited use of MSRTS was related to the relatively small role that MEP played in most school districts.
- Uses of MSRTS:
    - Local project personnel expressed concerns about the timeliness of the receipt of MSRTS information. The mean reported turnaround time for receipt of requested MSRTS data by school MEP personnel was six days for regular school year projects and 7.4 days for summer-term projects. Most of this delay was reported to result from the lack of local MSRTS terminals, which required transmittal of the data from/to a remote terminal via FAX or mail.
    - About one-third of the local MEP projects and most SEAs reported using MSRTS data for multiple purposes. In most projects, the relationship between the number of students entered in MSRTS and project funding was apparent and staff tended to see MSRTS as critical for that purpose.

- Presumed Adequacy of Current Methods of Communications:
  - The current methods of communicating between projects and school districts from which new students transfer were considered to be moderately adequate, with about one-fourth of the districts reporting such communications to be completely adequate.
  - The primary complaint about current communications with schools from which students transferred was the length of time required to receive needed information.

V. ADMINISTRATION

The administrative structure of the MEP is somewhat more complex than most other federally sponsored education programs. This results from the fact that, though a federal program to assist local projects in addressing the unmet education-related needs of migrant children, the MEP is state-operated and administered. Thus, important and distinctive administrative responsibilities reside at the federal, state, and local levels. Additional complexity results from the fact that some local MEP projects are administered by individual LEAs, others by consortia of LEAs, others by state education agency (SEA) regional offices, as well as other arrangements. Furthermore, depending on the concentrations of migrant students in the state, administration at the state level varies from a full-time responsibility to a part-time responsibility for staff. Similarly, administration of local MEP projects varies from a full-time to a part-time effort depending on such factors the numbers of migrant students to be served and the length of time they are present in the service area of the project during the regular school year and/or the summer term.

In this chapter we present study results regarding the administrative structures of MEP at the federal, state, and local levels, and how these facilitate meeting program objectives. We also discuss findings concerning the types and degrees of parental involvement.

As a preface to the discussion of study results regarding administration of the MEP at the federal level, it is important to note that the federal Office of Migrant Education (OME) underwent considerable change following data collection from OME staff regarding the administration of the program at the federal level. Changes in personnel reportedly have brought not only differences in management philosophy but also more staff to achieve new and more far-reaching goals. For example, the office reorganization included the creation of seven upgraded program specialist positions, including positions for early childhood education, parental involvement, policy, and evaluation. In addition, increased funding has been made available within ED for travel, staff development, and other activities that are expected to permit more project monitoring and improve the expertise of the OME staff. The description of the administration of the MEP at the federal level provided below is based on data gathered from OME staff prior to the reorganization.

Administration at the Federal Level

Although the Office of Migrant Education (OME) reported the primary federal program role to be the review of state applications and the provision of funding based on those applications, the OME also identified a number of other areas of responsibility (e.g., evaluation, training, policy development). Recent personnel, organizational, and funding changes reportedly have enhanced OME's capability for providing needed assistance to states and local projects.

Interviews with staff of OME at the time of data collection for this study indicated that OME's primary role was to review state applications and provide funding based on those applications. However, OME also saw other roles (e.g., evaluation, planning, and financial auditing) as shared functions between OME and other ED offices. For example, while ED had other offices whose primary purposes were to oversee evaluation for all Department programs, OME reportedly worked closely with these evaluation personnel as well as with evaluators in the Chapter 1 Technical Assistance Centers and in state agencies. OME helped organize a series of regional training events last year dealing with the new Migrant Education Needs Assessment and Evaluation System.

OME has a Policy and Planning branch responsible for gathering information and analyzing long-term program trends, developing relevant policies, and producing long-term goals and budgets. Some additional reported OME accomplishments over the past several years were establishing the Program Coordination Centers, identifying and funding priorities for interstate coordination, developing nonregulatory guidance, and issuing new regulations implementing the 1988 Hawkins-Stafford amendments.

OME staff also reported that, besides their primary program and fiscal role of reviewing state applications and providing funding, they also played a monitoring role. The emphasis in this area reportedly was on preventing conflict by resolving differences in proposed legislation and regulations before they were promulgated. The OME personnel reportedly saw the states and the federal government as equal partners in operating MEP. Thus, since the states have a strong role in making the rules under which they operate, they are more likely to live by those rules with minimum interference at the federal level.

The OME monitoring focus reportedly was on an array of program issues, including regulatory compliance, provision of technical assistance, program effectiveness, and identification and dissemination of information on exemplary practices. Compliance monitoring reportedly focused on proper identification of migrant students. This focus appeared to be the result of several factors, most notably the fact that federal funds are directly linked to the number of identified students and that formal audits in several states or local projects had documented some exceptions. OME reportedly chose, as their primary enforcement option, discussions with states concerning perceived problems or potential problems identified through monitoring and how these problems might best be resolved.

In addition to the monitoring role of OME, the office was also involved in providing technical assistance. The most important direct technical assistance provided at the federal level reportedly was that provided by the three Program Coordination Centers. These centers were considered by OME staff to be visible and appropriate means for providing requested services, a perception also reported by state personnel during case study visits. In addition, technical assistance was provided through the Chapter 1 Technical Assistance Centers and the Rural Technical Assistance Centers. Also, OME funded national coordination grants and contracts that provided state and local agencies with technical assistance and program direction. For example, the MSRTS provided considerable training as part of its contract responsibilities. Other recent coordination grants had produced technical assistance materials for early childhood programs, summer school, and parental involvement.

Also, OME staff provided direct technical assistance during monitoring visits, through issuance of policy directives such as the recently released Migrant Education Policy Manual, and at conferences and training sessions such as the annual program directors' conference and regional training in development of state plans.

Administration at the State Level

Fifteen of the 51 states employed State Directors whose sole responsibility was to direct the MEP. The remaining states employed State Directors who spent an average of 37 percent of their working time on MEP.

Although state MEP priorities generally reflected federal priorities, some states have developed more specific priorities based on state-wide needs analyses or an attempt to integrate MEP with other available services. State-level MEP personnel tended to see the federal government primarily as a funding agent. The primary state-level suggestions for change at the federal level were for increases in funding or changes to the funding formula.

According to case study data, and information obtained in the course of assembling lists of local MEP projects for use as a project sampling frame, in most states the SEA administered MEP by approving local project applications for direct delivery of services, providing technical assistance to local projects, and monitoring local service delivery. However, in some states, particularly the larger ones, the SEA dealt with local projects at least in part through regional organizations. In some of these latter states, the central SEA office approved local project applications and provided guidelines regarding service priorities while the regional offices provided technical services and monitored local service delivery. In other states, the regional offices had considerable autonomy concerning distribution of funds, approval of project applications, service priorities, and the division of responsibility between the regional office and the local projects. In such cases, the regional office would assume total responsibility for direct delivery of services to students, delegate this responsibility to local projects, or both deliver services and delegate responsibility. The frequency of assistance to local projects appeared to be greater in those states with regional offices. Contact with local projects occurred as often as weekly in some regions of some states. In states without regional organizations, contact sometimes was restricted largely to yearly visits.

In most cases, local projects were seen as having considerable autonomy in the design of their service delivery activities. However, in some states, the state-level program priorities sometimes resulted in a local focus that was considered inappropriate by local personnel. Although the local project generally could have overridden the state priority by showing greater need in other areas, this sometimes was not considered to be worth the effort.

Following is one example of how differences between state and local priorities were resolved.

- In one of the intensive case study sites, the state had encouraged the project to provide extended time services to maximize instructional time and guarantee that services were truly supplemental to the general education program. However, local staff insisted that, given the high dropout rate among migrants, it was more realistic to serve these students during the school day than to attempt to convince them to attend for extra hours of schooling. As a consequence, the project had compromised by offering tutoring services before and after school but maintaining the majority of their program services in the form of in-class aides.

Regarding the general organization of the state-level administration of MEP, all 51 states reported having a State Director of Migrant Education. In 15 states, most of which had large migrant populations, the directors had no other program or departmental responsibilities. In the remaining 36 states, the directors had additional responsibilities, typically for other compensatory programs. State Directors in these latter states reported spending an average of 37 percent of their working time on MEP. In addition to the State Director position, the positions funded by MEP at the SEA level that were reported by the greater numbers of states were secretaries/clerks, MSRTS terminal operators, and education specialists; the most common full-time equivalence (FTE) position was teacher/tutor/aide. (See Exhibits A.47 through A.49.)

State priorities regarding SEA-level program activities are listed in Exhibit V.1. These data represent the State Directors' responses when asked to list, in priority order, the ten activities to which the SEA-level MEP staff devoted the most time. The "priority order" was based on the amount of staff time reported to be spent on each activity. As may be noted, the highest priority was given to monitoring local project operations. This was followed closely by preparing the state MEP grant application and determining program requirements, objectives, and priorities. Also given reasonably high priority were activities that involved provision of assistance to local projects. These included approving local project proposals, managing MSRTS operations, conducting inservice training activities, developing or conducting statewide or local needs assessments, and identifying and recruiting migrant

Exhibit V.1

State Priorities Regarding MEP Program Activities, by Number of States Reporting (As One of Top Ten Priorities) and Mean Ranking (N = 51)

Activity	N	Mean Ranking
Monitoring Local Project Operations	48	4.20
Preparing the State Migrant Education Program Grant Application	43	6.05
Determining Program Requirements, Objectives, and Priorities	39	6.30
Approving Local Project Proposals	40	7.12
Managing MSRTS Operations	36	8.05
Conducting Inservice Training Activities	37	8.70
Developing or Conducting Statewide or Local Needs Assessments	31	9.25
Approving Local Project Budgets or Expenditures	28	9.97
Identifying and Recruiting Migrant Students	26	10.03
Preparing the Chapter 1 Migrant Education State Performance Report	34	10.25
Developing or Conducting Statewide or Local Program Evaluations	31	10.66
Coordinating Efforts With Programs in Other States	23	11.85
Maintaining State and Statewide Financial Records	21	12.41
Arranging for Provision of Support Services	17	12.55
Communicating With ED Officials to Discuss Program Operations	18	13.15
Assisting Local Projects With Reporting Activities	12	14.13
Developing or Selecting Instructional Materials or Methods	11	14.18
Providing Technical Assistance or Developing/Implementing Programs	6	14.63
Selecting or Recruiting Teachers and Other Staff Persons for Local Projects	4	15.30
Others	2	15.55

Source: State Program Questionnaire Item 3.

Note: Up to ten activities were ranked by each state, with 1 indicating an activity given the most time and 10 the least time.

students. Data from MEP projects tended to confirm that these latter activities are high state priorities. Over half of both regular school year and summer-term projects reported receiving related assistance from the states (Exhibit A.50).

Local projects reported being generally satisfied with the level of technical assistance received from the state and other sources (Exhibit A.51). Well over half of the projects reported that their technical assistance needs were completely met; approximately 90 percent reported the midpoint or above on a five-point scale as being representative of the extent to which these needs were met. Although data concerning the reported unmet technical assistance needs of projects are somewhat sparse because most projects reported having no unmet technical assistance needs, those indicating a perceived need focused on more or better assistance, more or better training, and additional resources (Exhibits A.52).

State-Level Program and Fiscal Oversight Activities

Eighty-four percent of the states reported that they monitored projects to ensure that local projects comply with legislative and regulatory requirements. Of those states that reported the frequency of monitoring, most reported monitoring on an annual basis. Other states reported that monitoring varied in frequency from twice each year to once every four years. Monitoring visits reportedly often were for MEP only; however, some states routinely monitored a variety of categorical programs during the same visit. Other reported procedures to ensure local compliance included the provision of workshops, inservice training, and technical assistance to discuss and explain program requirements (55 percent of the states), and provision of grant application forms that included compliance requirements and required signed assurances (29 percent of the states). In interpreting these data (Exhibit A.53), it is important to note is that the item on the related State Program Questionnaire was an open-ended one for which State Directors wrote in their responses. Thus, for example, the fact that only seven states reported that projects are audited does not necessarily mean that other states did not audit projects. The exhibit does, however, present a general picture of what State Directors considered to be important procedures for ensuring compliance.

Some state-level personnel pointed out, during the intensive case study visits, that the best way to help local projects to avoid compliance or other problems was for the state personnel to work with the local project personnel from the beginning of the application process. There was considerable case study evidence that all or most states did this. It is also relevant that the MEP, despite changes in its legislative and regulatory authority from time to time, has existed in largely the same form for about 25 years. As a result, the people administering the program generally are experienced in working with federal programs and generally are aware of the level of detail required for compliance.

State Bases For Program Priorities

Intensive case study information indicated that, in most cases, state service priorities simply followed federal guidelines of priority to currently migratory students and to students with the greatest needs. Some states developed more specific priorities based on state-wide needs analyses or attempts to mesh MEP services with other compensatory services available to needy migrant students. For example, to the extent that the regular Chapter 1 emphasis was on language arts, the MEP priority might be on instruction in mathematics. Some states, particularly smaller states, assumed that sufficient support services were available from other sources and thus restricted the use of MEP funds to instructional services. Some states encouraged services to preschool migrant children through weighted funding formulas, state-operated preschool programs, or state-funded preschool grants.

Priorities regarding identification and recruitment appeared to be based largely on economic decisions. If, for example, the perceived sparsity of migrant students in certain parts of a state indicated that the cost of recruiting additional students would exceed the amount of federal dollars those students would generate, recruitment in such areas might be given a very low priority. Although, in most states, identification and recruitment were delegated entirely to the local projects, some states played an active role in recruitment in all or parts of the state or in providing specific related assistance to the local projects.

Reasons for State-Level MEP Projects

As was discussed in Chapter III of this report, 18 states operated state-level projects. In most of these states, state-wide projects provided inservice training, operated MSRTS, conducted identification and recruitment, or provided other technical assistance to local projects. Ten states reported also providing direct instructional or support services to migrant students. The primary reasons reported for direct delivery of services by the state were: (1) there were too few migrant students in some areas of the state to provide services through local projects (reported by four states), (2) migrant students in parts of the state were too scattered to be served by local projects (reported by four states), and (3) the needs of some migrant students were too unique or diverse to be served by local projects (reported by two states).

Case study data indicated that states established state-level projects to gain greater flexibility in addressing state-level objectives or to circumvent restrictions placed on SEA or local operations. One state used a summer institute to draw students from a state-wide pool for services in a program that required more resources than were available at the local level. Another state operated a "mini-corps" program based on college campuses to provide services for a large number of quite small local projects. Another state developed a state-level project for use as a vehicle for provision of technical assistance to local projects; this permitted the state to bypass a state restriction on the number of SEA employees.

State Perceptions Regarding Federal MEP Role

State Directors were asked to list (1) any major changes they thought should be made at the federal level to make MEP more effective and (2) any federal initiatives related to MEP that they thought were particularly effective and should not be changed.

The primary responses regarding suggestions for changes that should be made (Exhibit A.54.a) were increases in funding or changes to the funding formula, changes in the regulations and/or application process, and the need for better guidelines/more technical assistance. These data were collected early in 1990; as was reported at the beginning of this chapter, a number of the suggested changes may have been addressed since that time.

The primary responses from State Directors concerning federal initiatives they thought were particularly effective (Exhibit A.54.b) were continuation of the provision of guidelines and technical assistance, coordination among various levels and programs, and continuation of MSRTS operations.

Intensive case study data indicated that state-level MEP personnel tended to see the federal government primarily as a funding agent. Several state personnel pointed out that, in previous years, OME officials rarely visited their states except to monitor the program. A number of states reported that recent changes in OME had had a dramatic and positive impact on the relationships between OME and the states.

Administration at the Local Level

About 80 percent of the local MEP projects were administered by individual school districts and roughly 15 percent were administered by a regional office of an SEA. The two major staffing positions in MEP projects were teachers and aides. These two position categories accounted for well over half of the total local project positions funded by MEP. In general, local MEP project staff reported having positive relationships with their state (or regional) migrant offices; for the most part, state and regional offices were seen as valuable and helpful.

Exhibit V.2 shows the general administrative structure at the local project level of both regular school year and summer-term projects. As shown in the exhibit, about 80 percent of local projects were administered by single school districts. About eleven percent of regular school year projects (and 18 percent of the summer-term projects) were administered by a regional office of an SEA. Most of the balance (five percent of the regular school year and three percent of the summer-term projects) were administered by a coalition of school districts.

Exhibit V.2

Number and Percentage of Projects, by Administrative Structure

	Regular School Year Projects			Summer-Term Projects		
Structure	N	%		N	%	
Administered by Single School District	1,360	81.9	(2.5)	503	78.1	(3.3)
Administered by Coalition of School Districts	84	5.0	(1.3)	18	2.8	(1.1)
Administered by Regional Office of State Education Agency	186	11.2	(2.0)	115	17.8	(3.0)
Administered by State Department of Education	17	1.0	(1.0)	2	0.3	(0.3)
Administered by Private or Community Organization	10	0.6	(0.4)	–	–	
Other	4	0.2	(0.2)	7	1.0	(0.6)
Total	1,661	100.0		645	100.0	

Source: Local Project Questionnaire (Regular) Item 1 and Local Project Questionnaire (Summer) Item 1.

Note: Standard errors are shown in parentheses.

By our estimates, there were 1,661 regular school year MEP projects that delivered services directly to students and 645 summer-term MEP projects.[1] Survey results permitted a description of the general setting in which these local projects operated. These showed that, on average, a regular school year project served 19 schools, with a range of from one school (18 percent of the projects) to over 25 schools (12 percent of the projects). MEP instruction was offered during the regular school year in an average of 7.6 schools per project, about 40 percent of the schools in project service areas. In projects administered by the state, a regional office, or a private or community organization, the local school district typically still played a roll in MEP. For about 96 percent of such regular school year projects (and 66 percent of such summer-term projects), the school district provided the program facilities and, usually, the utilities. A fairly large percentage of these projects (51 percent of regular school year projects and 36 percent of summer-term projects) reported that the school district(s) provided identification and recruitment services and a substantial percentage (28 and 20) also reported the districts' providing MSRTS services. (See Exhibits A.55 through A.56.)

About half of the summer-term projects reported that MEP was the only compensatory education program operating during the summer in the service area of the school district(s) served by the project. Most of the balance (43 percent) reported that compensatory services were available during the summer for both migrant and nonmigrant students.

The case study data indicated that MEP staff at the school level generally functioned within the structure of the regular education program. Principals frequently were involved in decisions about MEP service delivery and staffing, and the academic focus of the MEP and the design of the program often were impacted by other programs operating within the school districts. For example, if the regular Chapter 1 program offered reading, MEP might (to avoid duplication) offer mathematics. However, local projects were not completely free from state-level control. Rather, in many cases, MEP was forced to reconcile school district requirements with state MEP priorities.

---

[1] The basis for these estimates and a discussion of definitional and other constraints on the data are discussed in detail in Volume III (Section 3 of Appendix A).

Summer-term MEP projects appeared to enjoy more autonomy from the school districts than did regular school year projects. Many summer-term project personnel responded directly to the SEA rather than to the school district, particularly where there was no locally funded summer school program. In those districts that offered both a locally funded summer school program and MEP services, the relationship between MEP and the school district was more similar to that of regular school year projects. Many summer-term MEP projects, particularly those that operated as part of a year-round MEP project and were in school districts that ran a regular summer school program, operated with the same administrative structure as during the regular school year (generally three to five levels below the superintendent level). In other projects, generally in receiving states and in states where there was no corresponding regular summer school program, the MEP coordinator reported directly to the school district superintendent (or summer designee). In fact, in many of these situations, the school district served primarily as fiscal agent with the MEP project coordinator reporting directly to the state or regional MEP office for most matters.

About one-fourth of the projects administered by a single school district reported that the administrative arrangement had been a state-level decision. Other reasons were that this permitted more local input and control, that the district had a sufficient number of migrant students for its own program, and that the arrangement was more efficient and facilitated coordination of services. Projects administered by a coalition of school districts or a regional office reported these administrative arrangements to result from an attempt to provide services more cost effectively and efficiently. Projects administered by regional offices also noted that many school districts did not have sufficient migrant students to support individual projects, that the regional office had expertise not available at the local district level, and that the local district sometimes was not willing to sponsor the program. Projects administered by a private or community organization indicated that the reason for this administrative arrangement was that the school district had chosen not to sponsor the program.

Again, about one-fourth of the projects administered by a single school district reported that their administrative arrangement resulted in better/more individualized services to students. Another fourth noted the ease of coordination of services and the cost effectiveness. Regular school year projects also noted the provision of local control; summer-term projects pointed out that this arrangement permitted use of school district facilities for program functions. Projects administered by a coalition of school districts or a regional office reported the primary advantages of these administrative arrangements to be better control over program funds and the cost effectiveness. About half of the regional projects also reported the advantage of provision of uniform services.

Projects administered by a single school district reported the primary disadvantage of that administrative arrangement to be the inadequacy of staff or other resources, the administrative burden, the lack of outside expertise, the difficulty of communication, and the inefficiencies of small operations. Projects administered by a coalition of school districts reported the disadvantage of this administrative arrangement to be transportation and other service problems because of the scattered population, the lack of resources, and the administrative burden. Projects administered by regional offices noted transportation and service to a scattered population to be problems. Also, almost half of the regional regular school year projects (and about 20 percent of the regional summer-term projects) suggested a disadvantage to be the inefficiencies resulting from the bureaucratic nature of the sponsoring organizations.

MEP Staff and MEP Administration/Sponsoring Agency Relationships

The two major position categories of staff employed by the MEP at the local level were teachers and aides, with over 60 percent of regular school year projects and over 85 percent of summer-term projects reporting these positions being funded by MEP (Exhibits A.57.a and A.57.b). These two position categories alone accounted for well over half of the total positions funded by MEP. MEP funded an estimated total of almost 22,000 FTE positions, with slightly over half of these being summer-term positions. However, one should note that an FTE position for a regular school year project differs considerably from an FTE position for a summer-term project, in that the latter represents a full-time equivalent for an average of only a six-week period.

Staffing varied among projects, depending on their administrative structure (Exhibits A.58.a through A.58.e). Of note is that projects administered by coalitions of school districts or regional offices had quite high total mean FTE positions (12 and 9.7 for regular school year projects and 33.8 and 33.7 for summer-term projects) as compared with projects administered by single school districts (5.7 and 12.8) or an SEA (1.4 and 4.1). Regular school year projects administered by private or community organizations showed a mean of 11.5 FTE positions. One likely cause of such variances in FTE positions is project enrollment (Exhibits A.59.a and A.59.b). The mean average daily membership of students served by projects administered by coalitions or regional offices was quite high. This large number of students per project apparently translates into higher mean FTE staff positions. One exception to this was the summer-term SEA-operated projects, which had a mean enrollment of 460 students but mean FTE staffing of only 4.3. This probably reflects the nature of some of these projects, some of which provided services to relatively large numbers of students through correspondence materials. Another exception was regular school year projects administered by private or community organizations. These showed 11.5 mean FTE positions but a mean of only 28 students. This high staff-to-student ratio likely results from the fact that many of these projects are primarily preschool programs that require high staff/child ratios.

Local Perceptions of State MEP Roles and Responsibilities

Case study interviews indicated that local views regarding the role of the state in providing services to migrant students varied considerably across states. Respondents in four of the case study states had quite positive views of their SEA programs, while respondents in two states viewed the SEA quite negatively. In one of the latter states, the regional office was praised and the state was criticized. Even within a single state, perceptions varied according to the issue at hand. For example, in one state, although the local project staff considered the general support from the SEA/regional office to be reasonable and adequate, there was strong dissatisfaction expressed over the grant application process. The coordinator who had the primary responsibility for the grant application indicated that the grant application process for MEP required more effort than the regular Chapter 1 application. The local coordinator, the MSRTS clerk, and the recruiter complained about the time required for application approval and the uncertainty from year to year about whether or not the program would continue to operate. Staff in another local project in the same state indicated that the state migrant education office had assisted local personnel with both the current year's grant application and the evaluation of the previous year's program. They considered the SEA personnel to be extremely helpful in responding to the program application, in providing technical assistance, and in addressing any questions or problems that arose.

Data also were obtained from local personnel concerning (1) suggested changes at the local, state, or federal levels to make MEP more effective, and (2) any local, state, or federal initiatives that appeared particularly effective. These data are summarized in Exhibits V.3 and V.4. About 20 percent of the local projects reported a need for increased funding/resources, with another approximately 10 percent suggesting more consideration for services to priority groups. Changes in application and reporting procedures were suggested by 10 percent of the regular school year projects (14 percent of the summer-term projects). Other suggestions were for changes or improvements in evaluation requirements, coordination and communications, MSRTS, and other operational areas. About eight percent of the projects noted a need for changes in priorities or eligibility requirements for services.

As noted in Exhibit V.4, about 15 percent of the projects reported approval of the current instructional and support services. About 9 percent considered the current program structure/administration to be particularly effective and about 9 percent indicated the same for the current level of technical assistance.

During the onsite data collection activities, interviews were conducted with representatives of parent groups at 76 regular school year projects and 45 summer-term

Exhibit V.3

Percentage of MEP Projects Suggesting Various Changes at the Local, State, and Federal Levels

Types of Change Suggested	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Increase/Provide Full Funding/Resources	17.1	(2.5)	20.7	(3.6)
Provide More/Weighted Funding/Services for Priority Groups	9.8	(1.9)	11.3	(2.5)
Make Other Modifications In Funding	5.8	(1.4)	8.8	(2.5)
Change Rules/Regulations For Application And Reporting Procedures	9.8	(1.9)	13.9	(3.0)
Provide More Technical Services	4.8	(1.6)	2.4	(1.2)
Help Meet Evaluation Demands/Change Evaluation Requirements	2.6	(0.8)	9.4	(2.6)
Improve Coordination And Communication	3.2	(1.0)	8.0	(2.6)
Change Priorities/Eligibilities For Service	8.4	(2.0)	7.8	(2.4)
Improve MSRTS	6.6	(1.6)	7.6	(2.4)
Help Meet Other Operational Requirements And Needs	14.2	(2.2)	7.7	(2.1)
Other	–	–	3.7	(1.7)
No Change Suggested	43.5	(3.4)	34.2	(4.1)

Source: Local Project Questionnaire (Regular) Item 21; and (Summer) Item 16.

Notes: Percentages total to more than 100% since multiple changes were suggested by some projects.

Standard errors are shown in parentheses.

Exhibit V.4

Percentage of Projects Suggesting Various Factors That Are Particularly Effective and Should Not be Changed

Factor Suggested as Particularly Effective	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Local Instructional and Support Services	14.2	(2.1)	16.6	(3.1)
Current Program Structure/Administration	7.8	(1.6)	10.1	(2.5)
Current Funding Mechanism	3.5	(1.3)	2.0	(0.8)
Current Service Priorities	4.9	(1.3)	4.6	(1.5)
Parent Involvement Policy/Practices	6.1	(1.7)	3.1	(1.1)
MSRTS Operation	7.1	(1.9)	1.7	(0.8)
Current Technical Assistance	9.7	(2.1)	7.1	(2.4)
No Effective Factor Suggested	62.8	(3.3)	65.1	(4.0)

Source: Local Project Questionnaire (Regular) Item 22; and (Summer) Item 17.

Notes: Percentages total to more than 100% since multiple effective factors were suggested by some projects.

Standard errors shown in parentheses.

projects. In over 90 percent of these projects, the respondents rated the adequacy of MEP services in the area either a four or five on a five-point scale (with five representing "completely adequate"). Just over half considered the primary need for improvement to be to increase the level of funding or staffing. About one-fourth suggested a need to increase parental involvement. When asked what the project did particularly well, the primary response (over half of the projects) was the delivery of instructional services. Additionally, about one-third noted the projects' efforts in encouraging parental involvement and providing parent training.

Similar questions were asked of representatives of other service delivery agencies in the community at 52 regular school year and 27 summer-term projects. In over 75 percent of these projects, the respondents rated the adequacy of MEP services in the area either a four or five on a five-point scale (with five representing "completely adequate"). About 25 percent considered the primary need for improvement to be to increase the level of funding or staffing. About ten percent suggested a need to improve coordination within the program and with other agencies. When asked what the project did particularly well, the primary responses were the delivery of instructional services (about one-third of the projects) and the delivery of support services (about one-third of the projects). Additionally, about 15 percent noted the projects' efforts in coordinating services for migrant students.

Expenditures

States reported state-level MEP expenditures for the 1988-89 school year (including the 1989 summer term) of $21 million. This included funding from all sources (e.g., MEP funds, Chapter 1 state administrative funds, general revenue state funds, carryover funds) but excluded funds provided through subgrants to local projects. The total MEP budget for local projects, based on the budget amounts reported by individual local projects, was just under $300 million. Local projects reported receiving in-kind contributions, gifts, and other fiscal assistance valued at about $11 million.

States reported the sources of state-level administrative funding for MEP to be Chapter 1 State Administration setaside, MEP funds, and general state revenues. States reported the reasons for using other than Chapter 1 State Administration setaside funds to be: (1) that these funds were not sufficient and (2) because part of the "administrative" responsibility was to provide needed services to local projects and students, MEP funds should be used to fund such activities.

States reported a total state-level expenditure of $21 million on MEP for the 1988-89 school year (including the 1989 summer term). This sum comprised funding from all sources, including carryover funds, but not funds provided through subgrants to local MEP projects. About 42 percent of this sum was spent for administration, 35 percent for instructional and support services, seven percent for identification and recruitment, four percent for interstate/intrastate coordination, and nine percent for the Migrant Student Record Transfer System (MSRTS) (Exhibit V.5). Twenty-one states spent 50 percent or more of their SEA-level MEP dollars on administration; nine states spent 50 percent or more on instructional and support services; all states reported spending less than 25 percent on interstate/intrastate coordination (Exhibit A.65).

The total local MEP project budget for the 1989-90 school year (including the 1990 summer term) was estimated to have been just under $300 million (Exhibits VI.2.a and VI.2.b). There is some evidence, based on callbacks to projects to verify data, that this was an overestimate. That is, some year-round projects may have reported their annual budget as being their "regular school year" budget because the two parts of the local program often were funded from the same allocation.

The major expenditure categories were instructional services, with an allotment of about 64 percent of the regular school year budget (54 percent for the summer term), and support services, with an allotment of 12 percent of the regular school year budget (20 percent for the summer term). Other important expenditure categories were administration, MSRTS (regular school year only), and identification and recruitment. Also of note was the summer-term project allocation of about six percent of the budget for transportation.

Data from the intensive case studies data generally confirmed the distribution of local project expenditures noted above. All but two of the visited regular school year projects, for example, reported spending half or more of their grant funds on instruction; one project spent 98 percent in this category while, at the other extreme, another spent only about 16 percent. Administrative expenditures (including identification and recruitment) generally were the second largest category, with a range of two to 61 percent. Support services and MSRTS

Exhibit V.5

Amount and Percentage of Total State-Level Expenditures Allotted to Various Expenditure Categories (N=51) for the 1988-89 School Year and Summer 1989

Expenditure Category	Expenditure	
	Dollars	%
Administration	8,903,121	42.3
Instructional and Support Services	7,352,142	34.9
Identification and Recruitment (not MSRTS)	1,396,259	6.6
Interstate/Intrastate Coordination (not MSRTS)	887,484	4.2
MSRTS	1,970,294	9.4
Other (Supplies/Overhead/Travel/Evaluations)	536,810	2.6
Total	21,046,110	100.0

Source: State Program Questionnaire Item 6.

ranged from zero percent to a combined 33 percent. No particular relationships were noted between the projects' total budgets and their expenditure priorities except for the expenditure for support services, which tended to increase with the total project budget.

A number of local MEP projects reported receiving in-kind contributions, gifts, or other fiscal assistance not reflected in Exhibits V.6.a and V.6.b. About 29 percent of regular school year projects and 38 percent of summer-term projects reported receiving such contributions, valued at over $8 million for regular school year projects and almost $3 million for summer-term projects. The largest type of contribution was for support services and related supplies and materials (Exhibit A.66). The primary reported sources of these in-kind contributions, gifts, and other assistance were the school district, other local government or community organizations, or individuals (Exhibit A.67). These findings were supported by data from the intensive case studies. For example, all of the visited regular school year projects had resources in addition to the MEP grant. In four of the six visited states, the state or regional office handled some (or, in some cases, all) of the MSRTS-related activities. In seven projects, the local MEP coordinators' salaries were paid in total or in part from local or other non-MEP funds. The facilities in which the MEP was housed were provided, at least in part, by the LEA at all of the sites. Furthermore, support services often were provided by service or charitable organizations.

Differences in Per-Participant Expenditures

Rough per-participant program expenditure figures may be computed by dividing the federal (or federal plus state) appropriation for a particular program by the number of participants in the program. Using data for FY 1989 from the Digest of Education Statistics,[2] the per-participant expenditure for migrant students was calculated to have been

---

[2] National Center for Education Statistics. Digest of Education Statistics, 1990. Washington, DC: U.S. Department of Education, 1991.

Exhibit V.6.a

Estimated Amount and Percentage of Total Migrant Education Project Expenditures Allotted to Various Expenditure Categories During the 1989-90 Regular School Year

Expenditure Category and Percentage of Projects Reporting Each Category	Total MEP Expenditures		
	Dollars	Percentage	
Instructional Services (95.1%)	154,250,370	63.7	(2.3)
Support Services (58.7%)	29,923,929	12.4	(0.9)
Administration (52.8%)	19,274,034	8.0	(0.9)
MSRTS (46.9%)	14,966,812	6.2	(1.0)
Identification and Recruitment (other than MSRTS) (36.2%)	12,549,566	5.2	(1.0)
Benefits/Indirect/Fixed Charges (17.2%)	5,258,801	2.2	(0.5)
Parental Involvement Activities (6.4%)	960,871	0.4	(0.2)
Interstate/Intrastate Coordination (other than MSRTS) (6.1%)	849,785	0.4	(0.1)
Supplies/Material/Equipment (7.9%)	677,100	0.3	(0.0)
Travel/Transportation (8.1%)	629,748	0.3	(0.0)
Utilities/Custodial/Maintenance/ Purchasing (5.1%)	442,889	0.2	(0.0)
All Other (4.8%)	2,344,385	1.0	(0.4)
Total	242,128,290		100.0

Source: Local Project Questionnaire (Regular) Items 16 and 17.

Note: Standard errors are shown in parentheses in the right-hand column.

Exhibit V.6.b

Estimated Amount and Percentage of Total Migrant Education Project Expenditures Allotted to Various Expenditure Categories During the Summer Term

Expenditure Category and Percentage of Projects Reporting Each Category	Total MEP Expenditures Dollars	Percentage	
Instructional Services (97.3%)	29,108,509	53.9	(3.3)
Support Services (81.7%)	10,799,146	20.0	(4.3)
Administration (61.8%)	5,760,523	10.7	(2.4)
MSRTS (44.2%)	866,517	1.6	(0.5)
Identification and Recruitment (other than MSRTS) (42.7%)	1,293,336	2.4	(0.7)
Benefits/Indirect/Fixed Charges (9.9%)	262,794	0.5	(0.2)
Parental Involvement Activities (1.4%)	17,945	0.03	(0.0)
Interstate/Intrastate Coordination (other than MSRTS) (2.9%)	86,199	0.2	(0.0)
Supplies/Material/Equipment (17.0%)	1,654,007	3.1	(1.0)
Travel/Transportation (29.8%)	3,054,557	5.7	(0.9)
Utilities/Custodial/Maintenance/ Purchasing (24.9%)	1,017,972	1.9	(0.7)
All Other (3.1%)	90,886	0.2	(0.1)
Total	54,012,391	100.0	

Source: Local Project Questionnaire (Summer) Items 11 and 12.

Note: Standard errors are shown in parentheses in the right-hand column.

about $481 per year. This may be compared with the figure of approximately $882 per student per year expenditure for the total Chapter 1 program (MEP plus regular Chapter 1), $414 per student per year for Special Education, and $4,848 per student per year expenditure for total elementary and secondary education.

Basis for Level of Funding for Local Projects

Twenty-five states specifically reported that a formula was used to determine the level of funding for individual MEP projects, while 11 states reported not using a formula. The largest number of states (15) indicated that they used the full-time-equivalent (FTE) student count plus some indicator of the extent of need. Eleven states reported using the FTE counts of currently migratory and formerly migratory students and giving funding priority based on the proportion of currently migratory students to be served. Ten states reported using a range of factors, such as priority for preschool or secondary school students and consideration of local resources, in determining services to be provided. Implied in all funding decisions, of course, was the limitation on funds available for local projects. (See Exhibit D.64 in Appendix D.)

Funding of State MEP Administrative Functions

According to information provided by State MEP Directors, most (78 percent) of the funding for state-level MEP administration were from Chapter 1 State Administrative Funds, a source specifically intended for administrative functions. Another 15.6 percent of the administrative budget came from MEP funds. Reasons given for utilizing funds other than Chapter 1 Administrative Funds for program administration were as follows. Nine states reported simply that they used other funds because the Chapter 1 Administrative Funds were not sufficient to cover the cost of program administration. Another 13 states reported that the administration funding from other sources was not used for "administration" in its strictest sense, but rather was used to provide services (usually to local projects) as part of a more general "administrative" function. These latter responses were verified via follow-up telephone contact with the State Directors. (See Exhibits A.69.a and A.69.b.)

Directors of states that used administrative funding sources other than Chapter 1 Administrative Funds were asked to explain the rationale for using these other sources of funds for SEA-level administration (Exhibit A.6.c). Thirteen states indicated simply that, once the Chapter 1 Administrative Funds were found to be insufficient, the balance of the needed funds was taken from whatever seemed the most appropriate source. Another 10 states stated that Chapter 1 Administrative Funds were used for those administrative activities that were strictly "administrative," while administrative program activities were funded from other sources.

State Carryover of MEP Funds

Forty-five states reported carrying over funds from one year to the next (Exhibit A.70). Thirty states noted that the carryover resulted from either underexpenditure by local projects or overestimates of costs. Another five states reported that funds were held intentionally so that some funds would be available for program startup at the beginning of the new fiscal year and three states noted the same general idea by stating that the federal funding schedule did not match their program schedule. Five states reported that the state deliberately overprojected expenses because they could always return unneeded funds but, if they ran short of funds, there was no way to make up the shortage. Virtually all State Directors who were contacted by telephone for clarification of their response indicated that carryover of funds was perfectly legitimate and useful, and that they did not understand the apparent concern regarding this procedure.

Types and Degrees of Parental Involvement

Forty-eight states reported having statewide MEP advisory councils or parent organizations. The primary reported activities of these statewide organizations were reviewing/providing input into the state migrant plan; reviewing/providing assistance with other aspects of the state's MEP; and planning, sponsoring, or assisting with activities for migrant parents.

About 96 percent of the local projects reported having an MEP parent advisory council (PAC). The primary actions taken by these PACs during the past year, as reported by representatives of parent groups, were receiving information about the program; receiving parenting instruction; participating in program planning; and raising funds for scholarships, supplies, or events.

At the local project level, evidence of parental participation or involvement in school activities of migrant students included the following. Parents/guardians of almost 75 percent of migrant students in regular school year projects met with at least one of the students' teachers or aides during the regular school year. This figure was 44 percent for summer-term projects. For 22 percent of the regular school year migrant students (8 percent for summer-term students), parents/guardians met with school personnel more than three times during the year/term. In addition, for about five percent of the regular school year migrant students (two percent of summer-term students), the parents/guardians served on a school or MEP advisory panel. At least some other indication of parental participation or involvement was noted for parents/guardians of about 20 percent of the students. This included such parental activities as attending school-based programs, providing a supportive home atmosphere, and responding to teacher notes or phone calls. (See Exhibits A.61.a and A.61.b.)

About 24 percent of the regular school year projects and 10 percent of the summer-term projects reported membership in their MEP PAC to be from one to five; 15 percent of the regular school year projects (14 percent of the summer-term projects) reported the membership to be more than 40. In 44 percent of the regular school year projects (43 percent for summer-term projects), the council met two to three times; in about one-third of the districts, the council met five or more times. The primary actions reported to have been taken by the local PACs during the past year were participating in program planning and providing information or training to parents. (See Exhibits A.62.a through A.62.c.)

When asked what the local MEP project personnel do, other than sponsor the PAC, to generate parent involvement and support, the primary responses for regular school year projects (Exhibit A.63) were: provide parent training and encourage participation (30 percent), send printed materials to the homes (19.2 percent), and make home visits (19 percent). Responses for summer-term projects were: send parents to conferences or workshops/provide speakers for local meetings (21 percent), and make home visits (28 percent).

Study data concerning the level of support that local projects reported receiving from the migrant parents and the community indicated the following. Well over half of the projects reported migrant parents to be "very supportive." Considerably fewer (about 30 percent) of the projects reported the community to be "very supportive." About 16 percent of the regular school year projects considered migrant parents to be "unaware or indifferent." About one-third of the projects reported the community to be "unaware or indifferent." (See Exhibit A.64.)

Of the 48 states that reported having statewide MEP advisory councils or parent organizations, 34 reported membership to range from one to 20 members, while another 11 states reported membership ranging from 21 to 100 and three states reported membership of more than 100. Forty-one states reported that this organization met from one to four times each year. The remaining states reported meeting more than five times per year. The primary reported activities of these statewide organizations were reviewing/providing input into the state migrant plan; reviewing/providing assistance with other aspects of the state's MEP; and planning, sponsoring, or assisting with activities for migrant parents. (See Exhibits A.60.a through A.60.c.)

As was noted earlier in this section, interviews were conducted with representatives of parent groups at 76 regular school year projects and 45 summer-term projects. In these projects, the respondents reported the number of times the PAC had met during the past year. The mean number of meetings was about eight per year. About half of the projects reported meeting once each month. A substantial number indicated that this monthly meeting was during the regular school year and that one meeting was held during the summer term. When asked to describe the primary actions taken by the PAC during the past year, about 60 percent of the projects reported receiving information about the program. In addition, approximately 40 percent reported receiving parenting instruction, while 30 percent indicated participation in program planning and 15 percent reported raising funds for scholarships, supplies, or events. When asked if parents had enough say-so about the operation of MEP, the response for about 75 percent of the projects was "yes." Suggestions for improving parent involvement were home visits/personal contact with parents (reported by about 30 percent of the projects), use of a newsletter/printed materials/notes to inform parents (20 percent), provide transportation/lunch/babysitter (10 percent), and schedule meetings at more convenient times and locations (10 percent). The primary community factor that facilitated parental assistance with their children's education was reported to be the positive attitude of MEP or school personnel (reported by about 65 percent of the projects). The primary community factors that hindered parental assistance with their children's education was reported to be the fact that the parents worked (reported by about 45 percent of the projects), parents' poor English-speaking ability or poor educational background (reported by 40 percent of the projects), and the lack of transportation or the long distance to the school (reported by 25 percent of the projects).

Case study data general supported the onsite interview data discussed above. The former additionally emphasized the informal nature of most PAC meetings and noted that the PAC sometimes was a multipurpose group serving MEP as well as regular Chapter 1 and/or the bilingual program.

Summary of Administration Findings

The major study findings concerning administration of MEP at the federal, state, and local levels were the following:

- The Federal Program Role:

  -- Although OME reported the primary federal program role to be the review of state applications and the provision funding based on those applications, OME also identified a number of other areas of responsibility.

  -- Recent personnel, organizational, and funding changes reportedly have enhanced OME's capability for providing needed assistance to states and local projects.

- General Administration of MEP at the State Level:

  -- Fifteen of the 51 states employed State Directors whose sole responsibility was to direct the MEP. The remaining states employed State Directors who spent an average of 37 percent of their working time on MEP. In the latter states, the State Directors typically also were responsible for other compensatory programs.

  -- The primary MEP activities undertaken at the SEA level, based on the amount of staff time reported to be spent on each activity, were monitoring local project operations; preparing state MEP grant applications; and determining program requirements, objectives, and priorities. Also, relatively high priority was given to provision of assistance to local projects; this included assisting with local project applications, conducting inservice training, developing or conducting statewide or local needs assessments, and identifying and recruiting migrant students.

  -- Local MEP projects reported general satisfaction with the level of technical assistance received from the states. Well over half of the projects reported that their technical assistance needs were completely met; approximately 90 percent reported the midpoint or above on a five-point scale as being representative of the extent to which these needs were met.

- State Assurance of Local Compliance:

  States used a range of procedures to ensure local compliance with major legislative and regulatory requirements; these included project monitoring (ranging from twice annually to once every four years), providing workshops/inservice training/technical assistance, and using grant application forms that describe compliance requirements and require signed assurances.

- State MEP Priorities:

  -- Although state MEP priorities generally reflected federal priorities (e.g., priority to the currently migratory and to students with the greatest need), some states developed more specific priorities based on state-wide needs analyses or an attempt to integrate MEP with other available services.

  -- Identification and recruitment priorities appeared to be based largely on economic considerations of the cost of identification/recruitment versus the amount of funds to be received as a result of recruiting new students.

- Eighteen states reported operating state-level projects. In most of these states, state-wide projects operated for the purpose of providing inservice training, operating MSRTS, conducting identification and recruitment, or providing other technical assistance to local projects. Ten states reported also providing direct instructional or support services to migrant students; the primary reason for this was that the number, location, or needs of the students were such that providing services through local projects would be impractical.

- State Perceptions of the Federal Role:

  State-level MEP personnel tended to see the federal government primarily as a funding agent. The primary state-level suggestions for change at the federal level were for increases in funding or changes to the funding formula.

- General MEP Administration at the Local Level:

  -- About 80 percent of the local MEP projects were administered by individual school districts and roughly 15 percent were administered by a regional office of an SEA; most of the remainder were administered by a coalition of school districts.

  -- About half of the summer-term MEP projects reported MEP to be the only compensatory education program operating during the summer in the service area of the school district(s) served by the project.

  -- MEP staff at the school level generally functioned within the structure of the regular education program; school principals frequently were involved in decisions about MEP service delivery and staffing. Summer-term projects appeared to enjoy more autonomy from the school districts than did regular school year projects.

- MEP Staffing at the Local Project Level:

  -- The two major staffing positions in MEP projects were teachers and aides, with over 60 percent of regular school year projects and over 80 percent of summer-term projects reporting personnel filling these positions and being funded by MEP. These two categories accounted for well over half of the total local project positions funded by MEP.

  -- MEP funded an estimated total of almost 22,000 FTE positions at the local project level, with slightly over half of these being summer-term (and thus short-term) positions.

- Local Perceptions of State Assistance:

  -- In general, local MEP project staff reported having positive relationships with their state (or regional) migrant offices; for the most part, state and regional offices were seen as valuable and helpful.

  -- At a more specific level, local views of SEAs tended to vary across states; in some states there were divided opinions from local personnel regarding the adequacy of state and/or regional office assistance.

  -- The primary needs for change suggested by local project personnel were needs for increased funding/resources; increased services to priority groups; changes in application and reporting requirements; and changes or improvements in evaluation requirements, coordination and communications, MSRTS, and other operational areas.

- Expenditures:

  -- States reported state-level MEP expenditures for the 1988-89 school year (including the 1989 summer term) of $21 million. This included funding from all sources (e.g., MEP funds, Chapter 1 state administrative funds, general revenue state funds, carryover funds) but excluded funds provided through subgrants to local projects.

  -- The total MEP budget for local projects, based on the budget amounts reported by individual local projects, was just under $300 million. Local projects reported receiving in-kind contributions, gifts, and other fiscal assistance valued at about $11 million.

- States used a range of factors to determine the levels of funding for local MEP projects, the first being the amount of funds available for distribution. Other reported factors included FTE counts of migrant students, the ratio of currently migratory to formerly migratory students, the extent of indicated need, the numbers of preschool or secondary students to be served, and the availability of local resources.

- States reported the sources of state-level administrative funding for MEP to be Chapter 1 State Administration setaside, MEP funds, and general state revenues. States reported the reasons for using other than Chapter 1 State Administration setaside funds to be: (1) that these funds were not sufficient and (2) because part of the "administrative" responsibility was to provide needed services to local projects and students, MEP funds should be used to fund such activities.

- Forty-five states reported carryover of MEP funds from one year to the next. Thirty of these states indicated that the carryover resulted from either underexpenditure by local projects or overestimates of costs; eight states reported either that funds were held intentionally so that some funds would be available for program startup at the beginning of the new fiscal year or that the funding schedule did not match their program schedules; five states reported that the state deliberately overprojected expenses because they could always return unneeded funds but, if they ran short of funds, there was no way to make up the shortage.

- Parental Involvement in Migrant Students' Education:

  - Forty-eight states reported having MEP advisory councils or parent organizations, with 41 states reporting that this organization met up to four times each year. The primary reported activities of these statewide organizations were reviewing/providing input into the state migrant plan; reviewing/providing assistance with other aspects of the state's MEP; and planning, sponsoring, or assisting with activities for migrant parents.

  - Parents or guardians of almost 75 percent of migrant students in regular school year projects met with at least one of the student's teachers or aides during the regular school year; this figure was 43.9 percent for summer-term projects.

-- Representatives of MEP parent groups and of other service provision agencies in the communities overwhelmingly reported perceiving MEP services as reasonably adequate or completely adequate.

-- About 96 percent of the local projects reported having an MEP parent advisory council (PAC); the primary actions taken by these PACs during the past year, as reported by representatives of parent groups, were receiving information about the program; receiving parenting instruction; participating in program planning; and raising funds for scholarships, supplies, or events.

VI. CONCLUSIONS

The study findings lead to several conclusions regarding the migrant student population and Chapter 1 MEP targeting, services, communications, and administration.

Targeting of Children for Services

Several issues relate to the targeting of migrant students for services and should be considered in examining options for ensuring that hose most in need are served. Among these issues are the fact that the proportion of currently migrant students serviced is not much greater than that for those who are settled out. This concern may imply that a greater priority (and possibly incentive) be established to promote services to currently migrant children.

- The migrant student population, with its special needs, will continue to be a significant concern, particularly to school systems in rural, agricultural areas, as it is projected to increase in size by 32 percent from the 1990 estimated total of 597,000 to an estimated 790,000 in the year 2000. Of those, around 40 percent will be currently migrant. The increase is attributable, at least in part, to the greater effort being made to identify migrant youth ages 3 and 4 and 18 through 21 as a result of the 1988 legislative amendments that included these youth in the MEP funding allocation formula.

- Almost one-fourth of regular school year migrant students did not enroll in school until more than 30 days after the school beginning date. Many of these late enrollments undoubtedly represent transfers from other schools. However, some likely represent delayed entry resulting from extended summer migration patterns.

- The migrant student population exhibits substantial indications of need for special instructional and other education-related services, with at least one quarter of the population exhibiting the characteristics of students who are at severe educational risk. While in some areas (e.g., physical disabilities), their need for services appears similar to the general student population, in others (e.g., limited English proficiency) they exhibit proportionately greater extent of need.

- The needs for special instructional and other education-related services decrease the longer migrant students are settled out; however, formerly migrant students continue to exhibit elevated levels of need. The need for some special instructional services among formerly migrant students, particularly in language and reading, continues to be high.

- Regular school year MEP projects are targeting services to migrant students with greatest needs, in that somewhat higher percentages of currently migratory students are served than formerly migrant students; yet, the emphasis on services to currently migrant students is not as pronounced as one might expect based on the emphasis in the law and regulations. The percentage of currently migratory students served is only somewhat higher than the percentage of formerly migrant students served.

- The requirement that needs assessments for local MEP project funding must be carried out one year in advance of offering services can limit the flexibility of some projects to provide services that fully address the needs of their students. The problem is less when the number of migrant students to be served and their needs vary little from one year to the next, than when there is an unanticipated increase in the number of students needing services or when current students have need for services quite different from students in prior years.

- Economies of scale limit the flexibility of MEP projects to provide needed services in grades and schools with low concentrations of migrant students. To maximize limited resources, local MEP projects tend to focus their efforts on schools and grades with higher concentrations of migrant students. As a result, MEP services may not be offered to some needy students in grades or schools with low concentrations of migrant students. In such cases, the special needs of these students are met either by other special instructional and support service programs (e.g., regular Chapter 1, Title VII) or not at all.

- Migrant students with a moderate level of need for special services (i.e., one or two indicators of need) were just as likely to receive MEP instructional services as students with greater levels of need (i.e., three, four, or five indicators of need). This may be due to the fact that most projects offered instructional services in the schools and grades with the larger concentrations of migrant students. Thus, although most needy students enrolled in these schools and grades received services, the extent of need, above a certain threshold, had little influence on selection for services.

Services

Although the MEP is intended as a program of last resort, it is often used as a service of first resort. Among those migrant children who are served, the MEP is often offered in place of other extant compensatory or supplemental services because, due to state and local decisions, the latter services are not offered in the child's school or grade. And, indeed, the level or intensity of supplementary services is not always based on need. Current efforts are underway, at the Federal level, to coordinate MEP and Chapter 1 services. The promotion of improved targeting at the state and local levels may be worth consideration.

- Regular school year MEP projects rely heavily on pull-out and additional teachers or aides in the regular classroom for delivery of services. Both pull-out and aides or additional teachers tend to be less costly than some other service delivery approaches and are appropriate under certain circumstances, for example, where only a few students need a particular service or when students with special needs are present in the school for only a short time. However, the rather high percentage of regular school year MEP projects reporting use of these approaches for more than three-fourths of the migrant students served suggests that projects may be relying too much on these service delivery modes rather than other modes such as whole class and extended day instruction.

- The findings regarding average hours of MEP instruction provided to migrant students (four hours weekly for 32 weeks during the regular school year and about 18 hours weekly for six weeks during the summer term) indicate that the intensity of services offered represents a reasonable program emphasis considering the other regular and special programs available to students.

- MEP serves a large number of students whose special educational needs are not being met by any other program; MEP was the only source of compensatory instructional services for 71 percent of regular school year migrant students. The major program other than MEP that serves migrant students is regular Chapter 1; about one quarter of regular school year migrant students received regular Chapter 1 services.

- In some schools, and at certain grade-levels in others, MEP project services are the only special instructional services available to address the needs of migrant students. When the directors of local projects who reported that some of the migrant students did not receive regular Chapter 1 services were surveyed regarding the reasons why this occurred, 30 percent stated that some students were determined not eligible because their test scores were too high; 24 percent said that some students do not receive these services because regular Chapter 1 services were not offered in the school; 16 percent said such services were not offered at the students' grade-level; 10 percent said that some students were determined not eligible because they were not recommended for services by their teacher; 8 percent said some did not receive regular Chapter 1 services because they were already receiving MEP services; and small percentages gave other reasons such as students are receiving services from other special programs.

- Regular school year currently migrant students were almost twice as likely not to receive regular Chapter 1 services because they were enrolled in a school or grade that did not offer these services (32 percent) than were regular school year formerly migrant children (18 percent). Of those projects that reported that some currently or formerly migrant students did not receive regular Chapter 1 services because they were not offered in the students' schools or grade-levels, this was often because the students were enrolled in a middle or high schools, fewer of which offer regular Chapter 1 services. However, there were also elementary schools that either did not offer regular Chapter 1 (because too few of their students qualified or because the schools did not receive regular Chapter 1 funding) or offered these services only at certain grade-levels. Evidence from the case studies suggests that services from other special programs (e.g., federal/state-funded services for limited-English-proficient students, state compensatory education) similarly were not available to migrant students in certain grades and schools.

Communications and Administration

Serious attention should be given to the use of the Migrant Student Record Transfer System (MSRTS) as a means of tracking student placement and status. Because it is used by less than half of both regular school year and summer projects, incentives to encourage local MEP providers to want to use the system should be examined. At the same time, however, local migrant programs work will in identifying outside sources to expand the range of services available to their students.

- Local MEP projects use the Migrant Student Record Transfer System (MSRTS) principally as a means for ascertaining the migrant status of newly arrived students. Less than a third of the regular school year projects report using MSRTS records for student's grade-level placement, determining need for particular instructional or support services, or determining the number of credits needed for graduation for secondary students. Slightly more summer MEP projects, but still less than 50 percent, use MSRTS for these purposes.
- MEP projects appear to be effective in tapping into private sources and other public agencies to expand the types and amounts of services for migrant students. Over 60 percent of both regular school year and summer-term projects reported that they coordinate with and refer migrant students in their service areas to other private or community agencies for needed services.

Volume I Appendix: Supplemental Exhibits

Note: The data in this appendix are discussed in Sections II through VI in Volume I of this report.

Volume I Appendix: Supplemental Exhibits

Exhibit Page

Exhibit A.1. Estimated Racial/Ethnic Makeup of the General Student Population (Migrant and Non-Migrant) of the Local Migrant Education Project Service Areas for the 1989-1990 School Year A-1

Exhibit A.2.a Number and Percentage of Regular School Year Migrant Students, by Race/Ethnicity A-2

Exhibit A.2.b Number and Percentage of Summer Term Migrant Students, by Race/Ethnicity A-3

Exhibit A.3.a Number and Percentage of Regular School Year Migrant Students, by Country of Birth A-4

Exhibit A.3.b Number and Percentage of Summer-Term Migrant Students, by Country of Birth A-4

Exhibit A.4.a Number and Percentage of Migrant Students Enrolled in School as of March 1, 1990, by Age A-5

Exhibit A.4.b Number and Percentage of Migrant Students Enrolled in MEP Summer-Term Projects, by Age A-6

Exhibit A.5.a Number and Percentage of Migrant Students Enrolled in School as of March 1, 1990, by Grade Level A-7

Exhibit A.5.b Number and Percentage of Migrant Students Enrolled in MEP Summer Term Projects, by Grade Level A-8

Exhibit A.6.a Number and Percentage of Migrant Students Enrolled in Regular School Year Projects, by Gender A-9

Exhibit A.6.b Number and Percentage of Migrant Students Enrolled in Summer-Term Projects, by Gender A-9

Exhibit A.7.a Percentage of Migrant Students, by When Enrolled in Current School A-10

Exhibit | Page

Exhibit A.7.b Percentage of Migrant Students, by Age Category And By When Enrolled in Current School A-11

Exhibit A.7.c Percentage of Migrant Students, by Grade Level Category and by When Enrolled in Current School A-12

Exhibit A.8.a Percentage of Migrant Students, by Number of Months Since Last Qualifying Move for Migrant Status A-13

Exhibit A.8.b Percentage of Migrant Students, by Age Category and by Number of Months Since Last Qualifying Move for Migrant Status A-14

Exhibit A.8.c Percentage of Migrant Students, by Grade Level Category and by Number of Months Since Last Qualifying Move for Migrant Status A-15

Exhibit A.8.d Percentage of Migrant Students, by Number of School Days Since Latest Attendance in Current Migrant Education School/Project A-16

Exhibit A.9.a Percentages of Migrant Students Eligible for Handicapped and Gifted/Talented Programs/Services A-17

Exhibit A.9.b Percentage of Migrant Students Identified as Handicapped, by Handicapping Condition A-18

Exhibit A.10 Percentage of Days Migrant Students Were Absent From School A-19

Exhibit A.11 Percentage of Migrant Students, by Reported Behavioral Category A-20

Exhibit A.12 Percentage of K-12 Migrant Students, by Teacher Judgements of Achievement Level, by Substantive Area A-21

Exhibit A.13 Percentage of General Student Population (both Migrant and Nonmigrant) of the Regular School Year Project Service Areas Scoring Below the 50th and 35th Percentiles, by Subject Area A-22

Exhibit Page

Exhibit A.14.a Percentage of Migrant Projects, by Extent to Which Project Coordinators Considered the Educational Needs of Migratory Students to be Different From Needs of Non-Migrant Students in Other Compensatory Programs A-23

Exhibit A.14.b Percentage of Migrant Projects, by Extent to Which Project Coordinators Considered the Educational Needs of Formerly Migratory Students to be Different From Needs of Non-Migrant Students in Other Compensatory Programs A-24

Exhibit A.15.a Percentage of Migrant Projects, by How Needs of Currently Migratory Students are Considered Greater Than Those of Non-Migrant Students Served by Other Compensatory Programs A-25

Exhibit A.15.b Percentage of Migrant Projects, by How Needs of Formerly Migratory Students are Considered Greater Than Those of Non-Migrant Students Served by Other Compensatory Programs A-26

Exhibit A.16.a Estimated Percentage of Regular School Year K-6 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status A-27

Exhibit A.16.b Estimated Percentage of Summer-Term K-6 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status A-28

Exhibit A.16.c Estimated Percentage of Regular School Year 7-12 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status A-29

Exhibit A.16.d Estimated Percentage of Summer-Term 7-12 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status A-30

Exhibit Page

Exhibit A.17.a Administrative Level of Identification and Recruitment of Migrant Students in Each State (N = 51) A-31

Exhibit A.17.b State Guidelines/Policies for the Identification and Recruitment of Migrant Students by Local Projects and School Districts (N = 51) A-32

Exhibit A.18 Major Identification and Recruitment Activities Performed by State- or Regional-Level Organization (N = 31) A-33

Exhibit A.19 Percentage of Projects, by Agencies with Primary Responsibility for In-the-Field Identification/ Recruitment A34

Exhibit A.20.a Percentage of Projects, by Estimate of Effort Made to Identify/Recruit Previously Unidentified Migrant Students A-35

Exhibit A.20.b Number of Previously Unidentified Migrant Students Recruited During Past Year by Local Migrant Education Projects A-36

Exhibit A.20.c Percentage of Projects, by Types of Special Recruitment Effort Used by Migrant Recruiters A-37

Exhibit A.21.a Number of Recruiters Employed by Local Migrant Education Projects A-38

Exhibit A.21.b Percentage of Work Time Spent on Identification/ Recruitment by Local Project Recruiters A-39

Exhibit A.21.c Percentage of Projects, by Primary Recruitment Methods Used by Local MEP Recruiters A-40

Exhibit A.22.a Percentage of Migrant Projects, by Reasons for Selecting Certain Grade Levels for Provision of MEP Instructional Services A-41

Exhibit Page

Exhibit A.22.b Percentage of Migrant Projects, by Reasons for Selecting Certain Schools for Provision of MEP Instructional Services A-42

Exhibit A.22.c Percentage of Migrant Projects, by Reasons for Selecting Only Certain Age Levels for Provision of MEP Instructional Services A-43

Exhibit A.22.d Percentage of Migrant Projects, by Basis for Priority for MEP Instructional Services in Classes That Are Full A-44

Exhibit A.22.e Percentage of Migrant Projects, by How "Demonstrated Need" is Determined as a Basis for Receipt of MEP Instructional Services A-45

Exhibit A.22.f Percentage of Migrant Projects, by Other Programs That Meet Needs of Migrant Students Served by MEP A-46

Exhibit A.22.g Percentage of Migrant Projects by Other Reasons Why Some Eligible Migrant Students Do Not Receive MEP Instructional Services A-47

Exhibit A.23 State Guidelines for Selecting Projects for Funding (N=51) A-48

Exhibit A.24.a Percentage of Migrant Students Receiving MEP Instructional Services, by Instructional Services Category and Grade-Level Category A-49

Exhibit A.24.b Percentage of Migrant Students Receiving MEP Support Services, by Grade Level Category A-50

Exhibit A.25.a Number of Currently Migratory Students Provided with Various Instructional and Support Services from the Beginning of the 1989-90 Regular School Year Until March 1, 1990, by Grade Level A-51

Exhibit A.25.b Number of Formerly Migratory Students Provided with Various Instructional and Support Services from the Beginning of the 1989-90 Regular School Year Until March 1, 1990, by Grade Level A-52

Exhibit	Page
Exhibit A.25.c Number of Currently Migratory Students Provided with Various Instructional and Support Services for the First Two Weeks of the 1990 Summer Term, by Grade Level	A-53
Exhibit A.25.d Number of Formerly Migratory Students Provided with Various Instructional and Support Services for the First Two Weeks of the 1990 Summer Term, by Grade Level	A-54
Exhibit A.26 Percentage of Projects, by Type of Current MEP Services to Preschool Migrant Students	A-55
Exhibit A.27 Percentage of Projects, by Type of Current MEP Services to Age 18-21 Migrant Students	A-56
Exhibit A.28 Mean Hours Per Week That Migrant Students Received MEP Instructional Services, by Instructional Service Category	A-57
Exhibit A.29.a For Those Regular School Year Students Who Received Migrant-Funded Instruction, Hours Per Week of Instruction Received	A-58
Exhibit A.29.b Number of Weeks of Delivery of MEP Services During the 1989-90 Regular School Year	A-59
Exhibit A.30.a For Those Summer-Term Students Who Received Migrant-Funded Instruction, Hours Per Week of Instruction Received	A-60
Exhibit A.30.b Number of Weeks of Delivery of MEP Services During the 1990 Summer Term	A-61
Exhibit A.31.a Percentage of Regular School Year Projects Reporting Each Percentage Category of Migrant Students Receiving Services, by Instructional Method	A-62
Exhibit A.31.b Percentage of Summer-Term Projects Reporting Each Percentage Category of Migrant Students Receiving Services, by Instructional Method	A-63

Exhibit **Page**

Exhibit A.32.a Percentage of Regular School Year Projects Having Various Teacher/Aide-to-Migrant Student Ratios When Providing Instruction via AdditionalTeacher/ Aide in Regular Classroom A-64

Exhibit A.32.b Percentage of Regular School Year Projects Having Various Numbers of Students in "Pull-Out" Class A-65

Exhibit A.32.c Percentage of Summer-Term Projects Having Various Teacher/Aide-to-Migrant Student Ratios When Providing Instruction via Additional Teacher/Aide in Regular Classroom A-66

Exhibit A.33.a Percentage of Regular Term Migrant Students Receiving MEP Instructional Services Via Each Primary Delivery Method, by Instructional Service A-67

Exhibit A.33.b Percentage of Summer Term Migrant Students Receiving MEP Instructional Services Via Each Primary Delivery Method, by Instructional Service A-68

Exhibit A.34.a Mean Teacher/Aide-to-Pupil Ratios for Each Combination of Regular School Year MEP Instructional Services and Primary Delivery Methods A-69

Exhibit A.34.b Mean Teacher/Aide-to-Pupil Ratios for Each Combination of Summer Term MEP Instructional Services and Primary Delivery Methods A-70

Exhibit A.35 Percentage of Migrant Students Provided with Services Other Than MEP, by Stream and Service Provider A-71

Exhibit A.36.a Percentage of Migrant Students Receiving Compensatory Instructional Services Other Than MEP A-72

Exhibit A.36.b Mean Hours Per Week That Regular School Year Migrant Students Received Compensatory Instructional Services, Other Than MEP, by Instructional Service Category A-73

Exhibit Page

Exhibit A.36.c Percentage of Migrant Student Receiving Support Services Other Than MEP, by Type of Service A-74

Exhibit A.37 Percentage of Migrant Students Who Did Not Receive Regular Chapter 1, by Grade Level Category and Reasons Why They Did Not Receive the Services A-75

Exhibit A.38 Number and Percentage of State Migrant Education Programs Reporting State-Level Projects, by Type of Service Offered (N = 51) A-76

Exhibit A.39 Mean Number of Hours of MEP Instructional Services Received by Migrant Students, by Number of "Needs" A-77

Exhibit A.40.a Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding at What Grade Level a Migrant Student Should be Placed A-78

Exhibit A.40.b Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding What, If Any, Compensatory Services the Migrant Student Needs A-79

Exhibit A.40.c Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding What Instruction the Migrant Student Received at His/Her Last School A-80

Exhibit A.40.d Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding What, If Any, Health and Other Support Services the Migrant Student Needs A-81

Exhibit A.40.e Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding What Health and Other Support Services the Migrant Student Received at His/Her Last School A-82

Exhibit A.40.f Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding, For An Older Migrant Student, What Credits Toward Graduation He/She Needs to Earn A-83

Exhibit — Page

Exhibit A.41 Percentage of Projects, by How School or Project Personnel Provide Information About Students to Receiving School District or Projects A-84

Exhibit A.42 Additional Information Provided by Projects Regarding MSRTS Terminal Availability or Information Turn-Around Time A-85

Exhibit A.43 Percentage of Migrant Projects, by Uses of MSRTS Data for Purposes Other Than As A Source of Information for Determining the Needs of Individual Students A-86

Exhibit A.44 Percentage of Migrant Projects, by Extent to Which Current Method of Communicating with Sending School Districts or Projects is Considered Adequate A-87

Exhibit A.45.a Percentage of Projects, by How Current Methods of Communicating with Sending School Districts or Projects is Considered Inadequate A-88

Exhibit A.45.b Percentage of Migrant Projects, by How Communications with Sending School Districts or Projects Might be Improved A-89

Exhibit A.46.a Percentage of Projects, by Extent to Which Current Method of Communicating with Receiving School Districts or Projects is Considered Adequate A-90

Exhibit A.46.b Percentage of Migrant Projects, by How Current Method of Communicating with Receiving School Districts or Projects is Considered Inadequate A-91

Exhibit A.46.c How Communications with Receiving School Districts or Projects Might Be Improved A-92

Exhibit A.47 Additional Program or Departmental Responsibilities of State Directors of Migrant Education. (N = 51) A-93

Exhibit A.48 For State Migrant Education Directors with Additional Responsibilities (N = 36), the Approximate Time During Typical Week Spent on Migrant Education A-94

Exhibit Page

Exhibit A.49 Mean Full-Time Equivalencies (FTE's) of Positions in State Migrant Education Program, by Number of States Reporting Each Position (N = 50) A-95

Exhibit A.50 Percentage of Projects Receiving Various Types of Assistance From Their State Department of Education A-96

Exhibit A.51 Percentage of Projects Reporting Extent to Which Their Technical Assistance Needs Were Met A-97

Exhibit A.52 Percentage of Projects Reporting Various Types of Unmet Technical Assistance Needs A-98

Exhibit A.53 Procedures Used by State Migrant Education Programs to Ensure Legislative and Regulatory Compliance (N = 51) A-99

Exhibit A.54.a State-Level Suggestions for Changes at the Federal Level to make MEP More Effective (N = 51) A-100

Exhibit A.54.b State-Level Suggestions Regarding Federal Initatives That Are Particularly Effective (N = 49) A-103

Exhibit A.55.a Number of Public Schools in the School Districts Served by Regular School Year Projects A-105

Exhibit A.55.b Number of Public Schools Offering MEP Instruction in the School Districts Served by Regular School Year Projects A-106

Exhibit A.56 Percentage of Migrant Projects Not Administered by the Local School District (or a Coalition of Districts) Reporting Each Category of Assistance Provided by the School District A-107

Exhibit A.57.a Staffing of Regular School Year MEP Projects A-108

Exhibit A.57.b Staffing of Summer Term MEP Projects A-109

Exhibit A.58.a Staffing of MEP Projects Administered by Single School District A-110

Exhibit **Page**

Exhibit A.58.b Staffing of MEP Projects Administered by Coalition of School Districts A-111

Exhibit A.58.c Staffing of MEP Projects Administered by Regional Office of State Education Agency A-112

Exhibit A.58.d Staffing of MEP Projects Administered by State Department of Education A-113

Exhibit A.58.e Staffing of Projects Administered by Private or Community Organizations A-114

Exhibit A.59.a Average Daily Membership (ADM) of Identified Migrant Students in the School Districts Served by Regular Term MEP Projects, by Project Administrative Structure A-115

Exhibit A.59.b Average Daily Membership (ADM) of Identified Migrant Students in the School Districts Served by Summer Term MEP Projects, by Project Administrative Structure A-116

Exhibit A.60.a Of States with Statewide Migrant Advisory Council or Parent Organizations (N = 48), the Membership in Such Councils A-117

Exhibit A.60.b Of States with Statewide Migrant Advisory Council or Parent Organizations (N = 48), Number of Meetings Held in Past Year by Such Organizations A-118

Exhibit A.60.c Of States with Statewide Migrant Advisory Councils or Parent Organizations (N = 48), the Primary Actions of the Groups, by State A-119

Exhibit A.61.a Frequency of Parent Meeting with Teacher or Aide During the 1989-90 School Year A-120

Exhibit A.61.b Percentage of Students by Selected Indicators of Parental Involvement A-121

Exhibit A.62.a Total Membership in Migrant Education Programs Parent Advisory Councils A-122

Exhibit Page

Exhibit A.62.b Number of Migrant Education Program Parent Advisory Council Meetings....A-123

Exhibit A.62.c Primary Action Taken by MEP PAC During Past Year....A-124

Exhibit A.63 Other Activities to Generate Parent Involvement/ Support....A-125

Exhibit A.64 Level of Support From Migrant Parents and Community....A-126

Exhibit A.65 Number of States Allocating Various Percentages of State-Level Expenditures to Each Expenditure Category (N=51) for the 1988-89 School Year and Summer 1989....A-127

Exhibit A.66 Number and Percentage of Projects Reporting Receipt of Various Types of In-Kind Contributions, Gifts, and Other Fiscal Assistance....A-128

Exhibit A.67 Percentage of Projects Reporting Various Sources of In-Kind Contributions, Gifts, and Other Fiscal Assistance....A-129

Exhibit A.68 Basis for State Determination of Level of Funding for Individual Projects (N=51)....A-130

Exhibit A.69.a Amount and Percentage of State-Level MEP Administration Funds Coming from Various Revenue Sources in 1988-89 School Year and Summer 1989 (N = 51)....A-131

Exhibit A.69.b For State Migrant Education Programs Using Administrative-Funding Sources Besides Chapter 1 Administrative Funds (N = 30) in the 1988-89 School Year and Summer 1989, the Reasons for Utilizing These Other Sources....A-132

Exhibit A.69.c For State Migrant Education Programs Using Administrative-Funding Sources Besides Chapter 1 Administrative Funds (N = 30) for the 1988-89 School Year and Summer 1989, the Rationale for This Particular Distribution....A-133

Exhibit **Page**

Exhibit A.70 For State Migrant Education Programs Carrying Over Funds from 1988-1989 School Year (N = 45), Reasons for Carry Over....A-134

Exhibit A.1

Estimated Racial/Ethnic Makeup of the General Student Population (Migrant and Nonmigrant) of the Local Migrant Education Project Service Areas for the 1989-1990 School Year

Racial/Ethnic Group	Percentage	
American Indian or Alaskan Native	0.6	(0.1)
Asian or Pacific Islander	5.8	(3.0)
Black, not Hispanic	11.6	(2.5)
Hispanic	23.3	(5.2)
White, not Hispanic	58.6	(7.8)

Source: Local Project Questionnaire (Regular) Item 3.

Note: Standard errors are shown in parentheses.

Exhibit A.2.a

Number and Percentage of Regular School Year Migrant Students, by Race/Ethnicity

Race/ Ethnicity	Currently Migratory Students		Formerly Migratory Students		Total Students	
	N	%	N	%	N	%
American Indian or Alaskan Native	1,208	0.7 (0.4)	1,429	0.5 (0.3)	2,637	0.6 (0.2)
Asian or Pacific Islander	4,536	2.6 (0.8)	12,119	4.3 (1.1)	16,655	3.7 (0.7)
Black, not of Hispanic origin	2,423	1.4 (0.7)	10,494	3.8 (0.8)	12,917	2.8 (0.6)
Hispanic	136,526	77.5 (2.1)	197,615	70.9 (1.9)	334,140	73.5 (1.4)
White, not of Hispanic origin	31,367	17.8 (1.8)	57,096	20.5 (1.5)	88,463	19.5 (1.1)
Total	176,060	100.0	278,753	100.0	454,813	100.0

Source: Basic Student Form Item 3.

Notes: Standard errors are shown in parentheses.

MSRTS total unduplicated count regular school year enrolled student data differ somewhat from our count. MSRTS data are considered more accurate than ours because they are based on a census rather than a sample.

MSRTS Data

American Indian or Alaskan Native	2.2	percent
Asian or Pacific Islander	3.4	percent
Black, not of Hispanic origin	4.6	percent
Hispanic	78.6	percent
White, not of Hispanic origin	11.2	percent

Exhibit A.2.b

Number and Percentage of Summer Term Migrant Students, by Race/Ethnicity

Race/ Ethnicity	Currently Migratory Students		Formerly Migratory Students		Total Students	
	N	%	N	%	N	%
American Indian or Alaskan Native	3,209	4.5 (1.4)	149	0.2 (0.1)	3,358	2.1 (0.6)
Asian or Pacific Islander	0	0.0	571	0.6 (0.3)	571	0.4 (0.2)
Black, not of Hispanic origin	195	0.3 (0.2)	1,835	2.1 (0.9)	2,029	1.3 (0.5)
Hispanic	62,458	87.3 (1.9)	74,893	84.5 (2.1)	137,351	85.7 (1.4)
White, not of Hispanic origin	5,679	7.9 (1.5)	11,227	12.7 (1.8)	16,907	10.6 (1.1)
Total	71,541	100.0	88,674	100.0	160,216	100.0

Source: Basic Student Form Item 3.

Notes: Standard errors are shown in parentheses.

MSRTS total unduplicated count summer-term enrolled student data differ somewhat from our count. MSRTS data are considered more accurate than ours because they are based on a census rather than a sample.

MSRTS Data

American Indian or Alaskan Native	1.2	percent
Asian or Pacific Islander	3.3	percent
Black, not of Hispanic origin	2.3	percent
Hispanic	85.3	percent
White, not of Hispanic origin	7.8	percent

Exhibit A.3.a

Number and Percentage of Regular School Year Migrant Students, by Country of Birth

Country of Birth	Currently Migratory Students		Formerly Migratory Students		Total Students	
	N	%	N	%	N	%
USA	108,692	61.7 (3.4)	196,175	70.4 (2.6)	304,867	67.0 (2.0)
Puerto Rico	1,830	1.0 (0.5)	39	0.0 (0.0)	1,869	0.4 (0.2)
Mexico	60,008	34.1 (3.4)	70,170	25.2 (2.5)	130,178	28.6 (2.0)
Cuba	0	0.0	473	0.2 (0.1)	473	0.1 (0.1)
Other	5,530	3.1 (0.9)	11,895	4.3 (1.1)	17,426	3.8 (0.7)
Total	176,060	100.0	278,753	100.0	454,813	100.0

Source: Basic Student Form Item 4.

Notes: Standard errors are shown in parentheses.

"Other" responses included primarily southeast Asian and Central American countries.

Exhibit A.3.b

Number and Percentage of Summer-Term Migrant Students, by Country of Birth

Country of Birth	Currently Migratory Students		Formerly Migratory Students		Total Students	
	N	%	N	%	N	%
USA	42,792	59.8 (3.1)	64,985	73.3 (3.3)	107,776	67.3 (2.4)
Puerto Rico	0	0.0	146	0.1 (0.1)	146	0.1 (0.1)
Mexico	26,136	36.5 (3.1)	22,068	24.9 (3.3)	48,205	30.1 (2.4)
Cuba	0	0.0	0	0.0	0	0.0
Other	2,613	3.7 (1.1)	1,475	1.7 (0.6)	4,088	2.6 (0.6)
Total	71,541	100.0	88,674	100.0	160,216	100.0

Source: Basic Study Form Item 4.

Notes: Standard errors are shown in parentheses.

"Other" responses included primarily southeast Asian and Central American countries.

Exhibit A.4.a

Number and Percentage of Migrant Students Enrolled in School as of March 1, 1990, by Age

	Currently Migratory Students		Formerly Migratory Students		Total Students	
Age	N	%	N	%	N	%
<4	926	0.5 (0.3)	2,636	0.9 (0.4)	3,562	0.8 (0.3)
4	1,652	0.9 (0.5)	2,064	0.7 (0.3)	3,716	0.8 (0.3)
5	5,043	2.9 (0.9)	9,144	3.3 (1.0)	14,187	3.1 (0.7)
6	12,437	7.1 (1.7)	25,501	9.1 (1.7)	37,938	8.3 (1.2)
7	14,487	8.2 (2.1)	20,971	7.5 (1.5)	35,458	7.8 (1.2)
8	11,979	6.8 (1.6)	20,449	7.3 (1.2)	32,428	7.1 (1.0)
9	15,312	8.7 (2.3)	25,554	9.2 (1.6)	40,866	9.0 (1.3)
10	17,656	10.0 (2.3)	17,744	6.4 (0.9)	35,400	7.8 (1.1)
11	16,567	9.4 (2.1)	20,321	7.3 (1.2)	36,888	8.1 (1.1)
12	16,295	9.3 (2.3)	21,051	7.6 (1.3)	37,347	8.2 (1.2)
13	8,877	5.0 (1.4)	19,992	7.2 (1.2)	28,870	6.3 (0.9)
14	9,414	5.3 (1.2)	20,258	7.3 (1.4)	29,672	6.5 (1.0)
15	18,946	10.8 (2.2)	20,931	7.5 (1.6)	39,878	8.8 (1.3)
16	12,242	7.0 (1.8)	17,817	6.4 (0.8)	30,059	6.6 (0.8)
17	10,669	6.1 (1.8)	14,771	5.3 (1.3)	25,440	5.6 (1.0)
18	2,201	1.3 (0.6)	10,750	3.9 (1.2)	12,950	2.8 (0.8)
19	1,301	0.7 (0.3)	8,278	3.0 (1.2)	9,579	2.1 (0.7)
>19	56	0.0 (0.0)	521	0.2 (0.1)	576	0.1 (0.1)
Total	176,060	100.0	278,753	100.0	454,813	100.0

Source: Basic Student Form Items 1 and 6.

Note: Standard errors are shown in parentheses.

Exhibit A.4.b

Number and Percentage of Migrant Students Enrolled in MEP Summer-Term Projects, by Age

	Currently Migratory Students			Formerly Migratory Students			Total Students		
Age	N	%		N	%		N	%	
<4	4,106	5.7	(1.7)	177	0.2	(0.1)	4,283	2.7	(0.8)
4	1,845	2.6	(0.7)	1,611	1.8	(0.5)	3,455	2.2	(0.4)
5	6,173	8.6	(1.9)	3,412	3.8	(1.0)	9,586	6.0	(1.0)
6	7,974	11.1	(2.1)	8,781	9.9	(2.4)	16,754	10.5	(1.6)
7	5,680	7.9	(1.6)	10,139	11.4	(3.3)	15,819	9.9	(2.0)
8	6,586	9.2	(1.8)	9,590	10.8	(2.1)	16,176	10.1	(1.4)
9	6,842	9.6	(2.0)	14,116	15.9	(3.8)	20,959	13.1	(2.3)
10	6,264	8.8	(1.6)	7,247	8.2	(1.8)	13,510	8.4	(1.2)
11	7,009	9.8	(2.0)	6,288	7.1	(2.0)	13,297	8.3	(1.5)
12	6,613	9.2	(1.7)	5,820	6.6	(1.5)	12,433	7.8	(1.1)
13	3,097	4.3	(1.3)	4,566	5.1	(1.3)	7,662	4.8	(0.9)
14	2,887	4.0	(1.2)	3,439	3.9	(1.4)	6,326	3.9	(1.0)
15	1,876	2.6	(0.8)	6,050	6.8	(2.6)	7,927	4.9	(1.5)
16	1,594	2.2	(0.7)	3,181	3.6	(1.4)	4,775	3.0	(0.9)
17	996	1.4	(0.5)	1,787	2.0	(0.8)	2,782	1.7	(0.5)
18	1,702	2.4	(0.8)	2,298	2.6	(1.4)	4,000	2.5	(0.8)
19	248	0.3	(0.2)	173	0.2	(0.1)	422	0.3	(0.1)
>19	49	0.0	(0.0)	0	0.0	(0.0)	49	0.0	(0.0)
Total	71,541	100.0		88,674	100.0		160,215	100.0	

Source: Basic Student Form Items 1 and 6.

Note: Standard errors are shown in parentheses.

Exhibit A.5.a

Number and Percentage of Migrant Students Enrolled in School as of March 1, 1990, by Grade Level

Grade Level	Currently Migratory Students N	%	Formerly Migratory Students N	%	Total Students N	%
PreK	6,908	3.9 (1.1)	9,580	3.4 (0.8)	16,488	3.6 (0.6)
K	13,410	7.6 (1.7)	25,803	9.3 (1.6)	39,213	8.6 (1.2)
1	19,710	11.2 (2.2)	26,077	9.4 (1.6)	45,787	10.1 (1.3)
2	9,225	5.2 (1.5)	26,924	9.7 (1.6)	36,149	7.9 (1.5)
3	18,946	10.8 (2.5)	25,445	9.1 (1.5)	44,391	9.8 (1.3)
4	22,067	12.5 (2.7)	17,516	6.3 (0.9)	39,583	8.7 (1.2)
5	16,027	9.1 (2.1)	22,217	8.0 (1.5)	38,244	8.4 (1.2)
6	13,033	7.4 (1.8)	21,505	7.7 (0.9)	34,538	7.6 (0.9)
7	8,446	4.8 (1.0)	21,046	7.6 (1.5)	29,492	6.5 (1.0)
8	9,428	5.4 (1.2)	20,411	7.3 (1.4)	29,839	6.6 (1.0)
9	25,763	14.6 (2.9)	21,514	7.7 (1.4)	47,277	10.4 (1.4)
10	8,386	4.8 (1.2)	15,943	5.7 (1.3)	24,329	5.3 (0.9)
11	2,792	1.6 (0.4)	12,200	4.4 (1.2)	14,992	3.3 (0.8)
12	1,817	1.0 (0.4)	12,185	4.4 (1.2)	14,002	3.1 (0.8)
Ungraded	102	0.1 (0.1)	386	0.1 (0.1)	488	0.1 (0.1)
Total	176,060	100.0	278,752	100.0	454,812	100.0

Source: Basic Student Form Item 5.

Note: Standard errors are shown in parentheses.

Exhibit A.5.b

Number and Percentage of Migrant Students Enrolled in MEP Summer Term Projects, by Grade Level

Grade Level	Currently Migratory Students		Formerly Migratory Students		Total Students	
	N	%	N	%	N	%
PreK	9,831	13.7 (2.3)	4,996	5.6 (1.1)	14,827	9.3 (1.3)
K	8,565	12.0 (2.2)	13,645	15.4 (3.8)	22,210	13.9 (2.3)
1	7,560	10.6 (1.9)	9,287	10.5 (2.0)	16,847	10.5 (1.4)
2	7,412	10.4 (1.8)	14,703	16.6 (3.8)	22,115	13.8 (2.3)
3	6,260	8.8 (2.1)	9,045	10.2 (1.8)	15,305	9.6 (1.4)
4	6,799	9.5 (1.9)	8,563	9.7 (2.5)	15,362	9.6 (1.6)
5	5,453	7.6 (1.6)	5,610	6.3 (1.4)	11,063	6.9 (1.1)
6	5,262	7.4 (1.6)	3,989	4.5 (1.1)	9,251	5.8 (1.0)
7	2,759	3.9 (1.3)	3,312	3.7 (1.2)	6,071	3.8 (0.9)
8	3,036	4.2 (1.2)	6,600	7.4 (2.7)	9,636	6.0 (1.6)
9	1,928	2.7 (0.7)	2,494	2.8 (0.9)	4,422	2.8 (0.6)
10	962	1.3 (0.5)	3,767	4.2 (1.9)	4,730	3.0 (1.1)
11	980	1.4 (0.5)	1,413	1.6 (0.5)	2,393	1.5 (0.4)
12	354	0.5 (0.5)	406	0.5 (0.5)	760	0.5 (0.5)
Ungraded	4,380	6.1 (1.0)	844	1.0 (0.3)	5,224	3.3 (0.5)
Total	71,541	100.0	88,674	100.0	160,215	100.0

Source: Basic Student Form Item 5.

Note: Standard errors are shown in parentheses.

Exhibit A.6.a

Number and Percentage of Migrant Students Enrolled in Regular School Year Projects, by Gender

	Currently Migratory Students		Formerly Migratory Students		Total Students	
Gender	N	%	N	%	N	%
Male	97,023	55.1 (3.5)	139,274	50.0 (2.6)	236,297	52.0 (2.1)
Female	79,037	44.9 (3.5)	139,479	50.0 (2.6)	218,516	48.0 (2.1)
Total	176,060	100.0	278,753	100.0	454,813	100.0

Source: Basic Student Form Item 2.

Note: Standard errors are shown in parentheses.

Exhibit A.6.b

Number and Percentage of Migrant Students Enrolled in Summer Term Projects, by Gender

	Currently Migratory Students		Formerly Migratory Students		Total Students	
Gender	N	%	N	%	N	%
Male	38,104	53.3 (3.1)	45,822	51.7 (4.2)	83,927	52.4 (2.7)
Female	33,437	46.7 (3.1)	42,852	48.3 (4.2)	76,289	47.6 (2.7)
Total	71,541	100.0	88,674	100.0	160,216	100.0

Source: Basic Student Form Item 2.

Note: Standard errors are shown in parentheses.

Exhibit A.7.a

Percentage of Migrant Students, by When Enrolled in Current School

Behavioral Category	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
	Currently Migratory	Formerly Migratory	Currently Migratory	Formerly Migratory
On or Before School Beginning Date	46.2 (3.5)	75.5 (2.1)	64.4 (2.8)	54.9 (4.4)
1-7 Days After School Beginning Date	6.7 (1.5)	9.0 (0.9)	19.6 (2.1)	15.8)(2.3)
8-14 Days After School Beginning Date	3.4 (1.7)	0.6 (0.2)	16.0 (2.2)	29.4 (5.1)
15-21 Days After School Beginning Date	2.9 (1.2)	0.7 (0.4)	--	--
22-30 Days After School Beginning Date	2.7 (1.3)	0.9 (0.9)	--	--
More Than 30 Days After School Beginning Date	38.0 (3.5)	14.1 (1.9)	--	--

Source: Basic Student Form Item 8.a. and Local Project Questionnaire (Regular) Item 9.a. or (Summer) Item 4.

Notes: Standard errors are shown in parentheses.

Summer-term data for the latter three categories are not presented because summer-term data were collected as of the end of the second week of project operation; thus, data concerning any enrollments more than 14 days after the school beginning data could not have been collected.

Exhibit A.7.b

Percentage of Migrant Students, by Age Category And By When Enrolled in Current School

	Percentage of Regular School Year Students			Percentage of Summer-Term Students		
When Enrolled In Current School	Age 12 or under	Age 13-15	Age 16 or over	Age 12 or under	Age 13-15	Age 16 or over
On or Before School Beginning Date	59.5 (2.7)	72.1 (3.8)	70.9 (4.0)	60.8 (3.2)	51.1 (7.6)	55.9 (9.3)
1-7 Days After School Beginning Date	8.4 (1.1)	5.1 (0.9)	10.9 (1.8)	17.7 (1.8)	16.0 (4.5)	17.6 (5.3)
8-14 Days After School Beginning Date	1.4 (0.8)	2.8 (2.0)	1.4 (0.6)	21.5 (3.6)	32.8 (8.6)	26.5 (10.8)
15-21 Days After School Beginning Date	1.8 (0.8)	1.7 (0.8)	0.3 (0.3)	--	--	--
22-30 Days After School Beginning Date	1.5 (0.8)	0.7 (0.3)	0.5 (0.4)	--	--	--
More Than 30 Days After School Beginning Date	27.5 (2.6)	17.6 (3.3)	15.9 (3.5)	--	--	--

Source: Basic Student Form Items 1, and 8.a. and Local Project Questionnaire (Regular) Item 9.a. or (Summer) Item 4.

Notes: Standard errors are shown in parentheses.

Summer-term data for the latter three categories are not presented because summer-term data were collected as of the end of the second week of project operation; thus, data concerning any enrollments more than 14 days after the school beginning data could not have been collected.

Exhibit A.7.c

Percentage of Migrant Students, by Grade Level Category and by When Enrolled in Current School

When Enrolled in Current School	Percentage of Regular School Year Students				Percentage of Summer-Term Students			
	Pre-K	K-6	7-9	10-12	Pre-K	K-6	7-9	10-12
On or Before School Beginning Date	54.9 (9.1)	59.9 (2.7)	71.1 (3.7)	75.8 (3.9)	66.8 (5.7)	61.3 (3.6)	46.4 (7.6)	54.8 (12.7)
1-7 Days After School Beginning Date	7.1 (4.0)	8.6 (1.1)	4.9 (0.9)	12.5 (2.4)	18.0 (4.5)	17.3 (1.9)	16.1 (5.0)	12.4 (5.4)
8-14 Days After School Beginning Date	--	1.4 (0.8)	2.9 (1.9)	1.3 (0.7)	15.2 (3.7)	21.4 (4.0)	37.6 (8.8)	32.8 (14.8)
15-21 Days After School Beginning Date	5.8 (5.5)	1.4 (0.8)	1.8 (0.7)	--	--	--	--	--
22-30 Days After School Beginning Date	--	1.5 (0.8)	0.7 (0.4)	0.5 (0.4)	--	--	--	--
More Than 30 Days After School Beginning Date	32.2 (8.5)	27.2 (2.7)	18.6 (3.2)	9.9 (2.8)	--	--	--	--

Source: Basic Student Form Item 8.a. and Local Project Questionnaire (Regular) Item 9.a. or (Summer) Item 4.

Notes: Standard errors are shown in parentheses.

Summer-term data for the latter three categories are not presented because summer-term data were collected as of the end of the second week of project operation; thus, data concerning any enrollments more than 14 days after the school beginning data could not have been collected.

Exhibit A.8.a

Percentage of Migrant Students, by Number of Months Since Last Qualifying Move for Migrant Status

Months Since Last Qualifying Move	Percentage of Regular School Year Students	Percentage of Summer-Term Students
<13 (i.e., currently migratory)	41.2 (2.1)	46.9 (2.6)
13-24	14.5 (1.7)	13.5 (1.7)
25-36	14.7 (1.4)	16.7 (2.6)
37-48	10.7 (1.1)	9.6 (1.5)
49-60	9.4 (1.2)	6.6 (1.5)
>60	9.6 (1.0)	6.7 (2.0)

Source: Basic Student Form Item 7.

Note: Standard errors are shown in parentheses.

Exhibit A.8.b

Percentage of Migrant Students, by Age Category and by Number of Months Since Last Qualifying Move for Migrant Status

Number of Months Since Last Qualifing Move	Percentage of Regular School Year Students			Percentage of Summer-Term Students		
	Age 12 or under	Age 13-15	Age 16 or over	Age 12 or under	Age 13-15	Age 16 or over
<13	43.4 (2.7)	39.2 (4.3)	35.6 (4.9)	49.0 (3.0)	38.7 (6.7)	38.7 (7.5)
13-24	14.3 (2.1)	16.2 (4.2)	12.9 (4.0)	13.2 (1.9)	14.8 (4.3)	14.3 (5.3)
25-36	13.5 (1.6)	15.5 (3.4)	17.7 (4.1)	16.9 (2.9)	21.2 (7.9)	6.4 (2.8)
37-48	11.4 (1.6)	8.5 (1.5)	11.2 (2.1)	8.3 (1.4)	5.1 (1.7)	31.1 (10.4)
49-60	8.2 (1.3)	10.2 (2.8)	12.5 (4.0)	6.3 (1.6)	9.1 (5.2)	5.5 (2.6)
>60	9.2 (1.5)	10.3 (2.0)	10.1 (2.0)	6.2 (2.3)	11.1 (5.6)	4.0 (1.8)

Source: Basic Student Form Items 1 and 7.

Note: Standard errors are shown in parentheses.

Exhibit A.8.c

Percentage of Migrant Students, by Grade Level Category and by Number of Months Since Last Qualifying Move for Migrant Status

Number of Months Since Last Qualifing Move	Percentage of Regular School Year Students				Percentage of Summer-Term Students			
	Pre-K	K-6	7-9	10-12	Pre-K	K-6	7-9	10-12
<13	48.0	43.4	42.7	24.4	68.6	44.7	39.9	30.0
	(9.1)	(2.8)	(4.4)	(4.3)	(5.7)	(3.2)	(7.1)	(8.4)
13-24	16.7	13.7	16.3	14.3	10.7	13.6	18.0	10.9
	(5.6)	(2.1)	(3.9)	(5.6)	(3.0)	(2.1)	(5.2)	(4.1)
25-36	8.8	13.4	16.6	19.3	8.5	18.8	19.8	4.2
	(4.3)	(1.6)	(3.3)	(5.5)	(2.7)	(3.3)	(8.3)	(1.7)
37-48	16.3	10.9	8.8	12.1	8.9	8.4	4.6	43.4
	(7.4)	(1.5)	(1.6)	(2.5)	(3.9)	(1.5)	(1.7)	(13.0)
49-60	10.2	8.4	8.6	15.6	2.9	6.9	8.3	7.6
	(6.2)	(1.3)	(2.5)	(5.6)	(1.9)	(1.8)	(5.6)	(4.0)
>60	--	10.2	7.1	14.3	0.5	7.6	9.4	4.0
		(1.5)	(1.6)	(3.0)	(0.3)	(2.6)	(5.6)	(2.3)

Source: Basic Student Form Items 5 and 7.

Note: Standard errors are shown in parentheses.

Exhibit A.8.d

Percentage of Migrant Students, by Number of School Days Since Latest Attendance in Current Migrant Education School/Project

Days Since Latest Attendance	Percentage of Regular School Year Students: Currently Migratory	Percentage of Regular School Year Students: Formerly Migratory	Percentage of Summer-Term Students: Currently Migratory	Percentage of Summer-Term Students: Formerly Migratory
0	92.1 (2.7)	98.2 (0.4)	79.4 (2.2)	82.4 (2.1)
1-5	--	0.1 (0.1)	8.0 (1.2)	4.4 (0.7)
6-15	0.1 (0.1)	0.3 (0.2)	12.6 (1.8)	13.2 (1.8)
>15	7.8 (2.7)	1.5 (0.3)	--	--

Source: Basic Student Form Item 8.

Notes: Standard errors are shown in parentheses.

Summer-term data for the last category are not presented because summer-term data were collected as of the end of the second week of project operation; thus data concerning attendance more than 14 days after the school beginning data could not have been collected.

Exhibit A.9.a

Percentages of Migrant Students Eligible for Handicapped and Gifted/Talented Programs/Services

Program/Services	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
	Currently	Formerly	Currently	Formerly
Handicapped Service	7.1 (1.7)	7.3 (1.1)	2.4 (0.7)	3.4 (0.7)
Gifted/Talented Program	5.9 (1.5)	2.7 (0.5)	0.3 (0.2)	3.5 (3.2)

Source: Basic Student Form Items 12 and 13.a.

Note: Standard errors are shown in parentheses.

Exhibit A.9.b

Percentage of Migrant Students Identified as Handicapped, by Handicapping Condition

Handicapping Condition	Percentage of Handicapped Students	National* Data
Mentally Retarded	11.1 (2.5)	13.9
Hard of Hearing and Deaf	7.8 (3.4)	1.4
Speech Impaired	14.3 (3.2)	23.1
Visually Handicapped	5.9 (2.0)	0.5
Seriously Emotionally Disturbed	4.5 (1.8)	9.0
Orthopedically Impaired	5.0 (1.9)	1.1
Other Health Impaired	7.4 (2.4)	1.2
Learning Disability	63.7 (5.1)	47.7
Multiple Handicapped	(not collected)	2.0

Source: Basic Student Form Item 13.

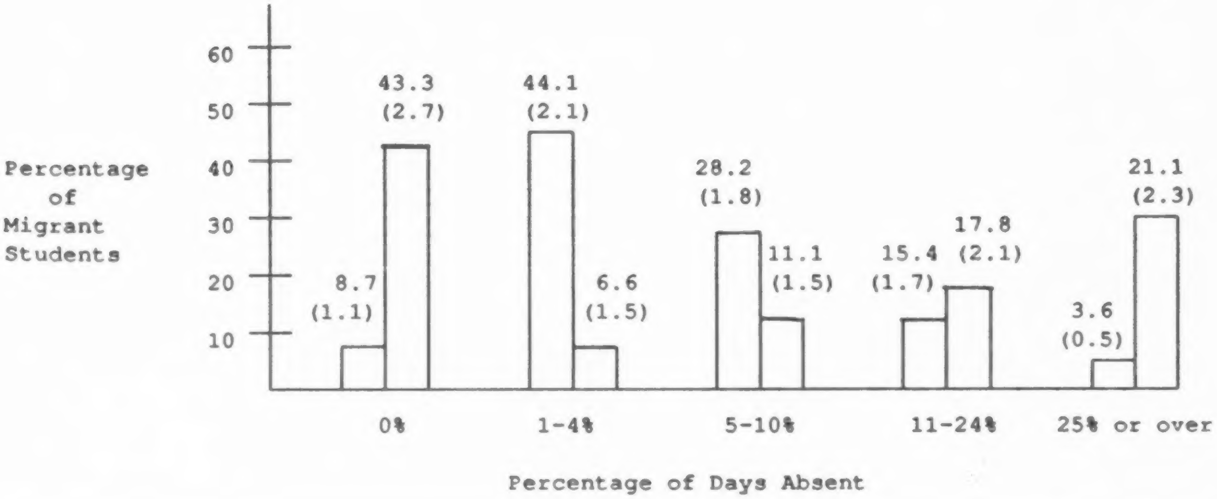
* 1988-89 data for students served under EHA-B and Chapter 1 of ESEA (SOP), from the U.S. Department of Education "Twelfth Annual Report to Congress on the Implementation of the Education of the Handicapped Act."

Notes: Standard errors are shown in parentheses.

The percentage of handicapped migrant students total to more than 100 percent because some students were reported to have more than one handicapping condition. This is not the equivalent of the "multiple handicapped" category included in the national data (generally defined as presenting such severe educational problems as to prevent accommodation in special education programs intended solely for one of the other impairments).

Exhibit A.10

Percentage of Days Migrant Students Were Absent From School



Source: Basic Student Form Item 9.

Notes: The first column for each "percentage of days absent" is for the regular school year; the second column is for the summer term.

The mean percentage of days absent for the regular school year = 7.4 (0.4); the median = 4.0.

The mean percentage of days absent for the summer-term students = 14.1 (1.0); the median = 4.0

Standard errors are shown in parentheses.

Exhibit A.11

Percentage of Migrant Students, by Reported Behavioral Category

	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
Behavioral Category	Currently	Formerly	Currently	Formerly
Few Behavioral Problems Impact Learning Activities	69.2 (3.3)	74.8 (2.0)	70.8 (2.5)	85.9 (2.1)
Normal Behavioral Problems Occasionally Impact Learning Activities	24.1 (3.1)	20.1 (1.8)	26.7 (2.3)	13.3 (2.1)
Severe Behavioral Problems Greatly Limit Learning Activities	6.8 (1.8)	5.1 (1.1)	2.5 (0.9)	0.8 (0.3)

Source: Basic Student Form Item 15.

Note: Standard errors are in parentheses.

Exhibit A.12

Percentage of K-12 Migrant Students, by Teacher Judgments of Achievement Level, by Substantive Area

Judgment of Achievement Level for Reading	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
	Currently	Formerly	Currently	Formerly
75th percentile or above	8.3 (1.7)	8.1 (1.0)	10.4 (2.0)	14.0 (3.7)
50th to 74th percentile	19.1 (2.7)	23.0 (2.0)	25.5 (2.6)	45.7 (4.5)
35th to 49th percentile	22.3 (3.1)	27.0 (2.5)	25.6 (2.9)	20.3 (3.0)
Below 35th percentile	50.2 (3.7)	41.9 (2.7)	38.6 (3.3)	20.0 (2.5)

Judgment of Achievement Level for Other Language Arts	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
	Currently	Formerly	Currently	Formerly
75th percentile or above	9.8 (2.0)	8.9 (1.1)	10.6 (2.0)	13.8 (3.7)
50th to 74th percentile	18.2 (2.6)	22.7 (2.0)	27.3 (2.7)	46.6 (4.5)
35th to 49th percentile	25.5 (3.4)	28.4 (2.6)	26.4 (2.9)	19.3 (2.9)
Below 35th percentile	46.6 (3.7)	39.9 (2.7)	35.8 (3.3)	20.3 (2.5)

Judgment of Achievement Level for Mathematics	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
	Currently	Formerly	Currently	Formerly
75th percentile or above	11.4 (2.1)	13.8 (2.0)	14.5 (2.5)	17.8 (3.8)
50th to 74th percentile	22.5 (2.8)	27.6 (2.2)	31.0 (2.8)	47.4 (4.5)
35th to 49th percentile	27.1 (3.5)	26.0 (2.3)	27.0 (3.0)	20.5 (3.0)
Below 35th percentile	39.0 (3.6)	32.6 (2.6)	27.5 (3.1)	14.4 (1.9)

Source: Basic Student Form Item 16.d.

Note: Standard errors are shown in parentheses.

Exhibit A.13

Percentage of General Student Population (both Migrant and NonMigrant) of the Regular School Year Project Service Areas Scoring Below the 50th and 35th Percentiles, by Subject Area

Subject Area	Percentage Scoring Below the 50th Percentile	Percentage Scoring Below the 35th Percentile
Reading	54.4 (5.0)	31.0 (2.1)
Other Language Arts	50.6 (5.6)	27.9 (3.1)
Mathematics	48.2 (3.6)	28.0 (2.5)

Source: Local Project Questionnaire (Regular) Items 2 and 5.

Note: Standard errors are shown in parentheses.

Exhibit A.14.a

Percentage of Migrant Projects, by Extent to Which Project Coordinators Considered the Educational Needs of Migratory Students to be Different From Needs of Non-Migrant Students in Other Compensatory Programs

Needs Category	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Currently Migratory Students Have Much Greater Needs	41.5	(5.7)	50.4	(7.4)
Currently Migratory Students Have Somewhat Greater Needs	44.6	(6.1)	30.5	(6.7)
The Needs of Currently Migratory Students Are About the Same	13.9	(3.8)	19.2	(6.4)
Currently Migratory Students Have Somewhat Less Needs	--		--	
Currently Migratory Students Have Much Less Needs	--		--	

Source: Site Observation Record Form (Regular) Item I.6.a.

Note: Standard errors are shown in parentheses.

Exhibit A.14.b

Percentage of Migrant Projects, by Extent to Which Project Coordinators Considered the Educational Needs of Formerly Migratory Students to be Different From Needs of Non-Migrant Students in Other Compensatory Programs

Needs Categories	Percentage of Regular School Year Projects	Percentage of Summer-Term Projects
Formerly Migratory Students Have Much Greater Needs	9.7 (2.8)	5.7 (2.6)
Formerly Migratory Students Have Somewhat Greater Needs	52.1 (5.9)	50.7 (7.2)
The Needs of Formerly Migratory Students Are About the Same	37.4 (5.5)	40.0 (7.2)
Formerly Migratory Students Have Somewhat Less Needs	0.8 (0.8)	3.6 (3.5)
Formerly Migratory Students Have Much Less Needs	--	--

Source: Site Observation Record Form (Regular) Item I.7.a.

Note: Standard errors are shown in parentheses.

Exhibit A.15.a

Percentage of Migrant Projects, by How Needs of Currently Migratory Students are Considered Greater Than Those of Non-Migrant Students Served by Other Compensatory Programs

Different Categories	Percentage of Regular School Year Programs		Percentage of Summer-Term Programs	
More Deficient in English	30.7	(5.4)	33.4	(6.5)
More Deficient in Reading	5.7	(2.6)	6.8	(3.8)
More Deficient in Language Arts	4.9	(1.9)	2.8	(2.0)
More Deficient in Mathematics	3.2	(2.0)	1.1	(1.1)
More Deficient in Overall Academic Performance	8.7	(2.9)	22.6	(6.4)
Have Different/More Academic Needs Due to Lack or Discontinuity of Previous Education	32.5	(5.9)	33.4	(6.7)
Have Different/More Needs for Support Services (e.g., Low Self-Esteem, Don't Feel They Belong, Emotional Problems, Poor Living Conditions, Lack of Family Support, Health Needs)	36.0	(6.0)	25.5	(6.7)
Have Different/More Needs (Other, or Unspecified)	4.5	(2.1)	8.2	(4.8)
Not Applicable Because Needs Not Considered Greater	13.9	(3.8)	19.2	(6.4)

Source: Site Observation Record Form (Regular) Item I.6.b.

Note: Standard errors are shown in parentheses.

Exhibit A.15.b

Percentage of Migrant Projects, by How Needs of Formerly Migratory Students are Considered Greater Than Those of Non-Migrant Students Served by Other Compensatory Programs

Different Categories	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
More Deficient in English	25.0	(5.6)	16.1	(5.3)
More Deficient in Reading	1.5	(1.1)	2.3	(1.6)
More Deficient in Language Arts	1.6	(1.1)	1.1	(1.1)
More Deficient in Mathematics	--		1.1	(1.1)
More Deficient in Overall Academic Performance	9.3	(3.2)	12.3	(4.6)
Have Different/More Academic Needs Due to Lack or Discontinuity of Previous Education	13.4	(3.8)	13.2	(3.7)
Have Different/More Needs for Support Services (e.g., Low Self-Esteem, Don't Feel They Belong, Emotional Problems, Poor Living Conditions, Lack of Family Support, Health Needs)	19.6	(5.1)	21.6	(6.2)
Have Different/More Needs (Other, or Unspecified)	8.2	(2.7)	4.6	(3.6)
Not Applicable Because Needs Not Considered Greater	37.4	(5.5)	40.0	(7.2)

Source: Site Observation Record Form (Regular) Item I.7.b.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible for the first eight categories.

Exhibit A.16.a

Estimated Percentage of Regular School Year K-6 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status

	Months Since Last Qualifying Move					
Needs Category	**<13**	**13-24**	**25-36**	**37-48**	**49-60**	**>60**
One or More Grades Behind Grade Level	30.9 (4.0)	30.3 (7.4)	24.1 (4.8)	28.9 (5.9)	38.0 (7.1)	34.4 (7.2)
High Absentee Rate	3.0 (1.1)	3.2 (2.0)	3.3 (1.6)	3.1 (1.9)	2.9 (2.1)	2.4 (1.5)
Eligible for Regular Chapter 1	61.8 (4.2)	61.0 (7.4)	58.9 (6.3)	48.7 (7.2)	38.1 (6.8)	47.6 (7.5)
Eligible for Free or Reduced-Price Meals	93.4 (2.4)	92.7 (3.1)	88.6 (3.7)	88.6 (3.9)	87.5 (4.8)	79.6 (7.2)
Exhibited Severe Behavioral Problems	5.9 (2.1)	9.2 (6.3)	5.7 (2.0)	7.7 (3.3)	6.9 (3.1)	1.1 (0.6)
Reading Achievement Level Estimated to be Below the 35th Percentile	50.0 (4.7)	53.4 (8.0)	37.1 (5.8)	32.5 (7.0)	31.7 (6.9)	36.4 (6.7)
Other Language Arts Achievement Level Estimated to be Below the 35th Percentile	47.4 (4.5)	44.2 (8.1)	38.7 (5.9)	32.8 (7.0)	29.4 (6.9)	35.6 (6.6)
Mathematics Achievement Level Estimated to be Below the 35th Percentile	40.0 (4.4)	35.9 (8.2)	31.7 (5.5)	29.8 (7.2)	22.5 (6.7)	26.3 (5.8)
None of the Above	1.6 (0.6)	2.8 (1.8)	4.6 (2.0)	2.6 (2.4)	4.0 (3.1)	6.1 (3.6)
One or More of the Above	98.4 (0.6)	97.2 (1.8)	95.4 (2.0)	97.4 (2.4)	96.0 (3.1)	93.9 (3.6)
Two or More of the Above	84.2 (3.1)	80.7 (5.9)	76.0 (5.9)	74.4 (5.3)	62.5 (7.9)	70.0 (7.6)
Three or More of the Above	59.7 (4.4)	62.6 (7.1)	45.1 (6.1)	47.8 (7.2)	46.9 (7.5)	44.9 (7.3)
Four or More of the Above	46.5 (4.5)	50.0 (8.1)	36.6 (5.7)	30.7 (7.0)	27.5 (6.8)	32.2 (6.3)
Five or More of the Above	32.2 (4.2)	26.7 (7.2)	26.5 (5.3)	17.1 (6.7)	18.2 (6.0)	17.7 (4.6)

Source: Basic Student Form Items 1, 5, 6, 7, 9, 10, 11, 15, and 16.

Note: Standard errors are shown in parentheses. (-) indicates that an informative standard error could not be calculated.

Exhibit A.16.b

Estimated Percentage of Regular School Year 7-12 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status

	Months Since Last Qualifying Move					
Needs Category	**<13**	**13-24**	**25-36**	**37-48**	**49-60**	**>60**
One or More Grades Behind Grade Level	51.1 (5.7)	48.7 (11.6)	40.5 (9.3)	53.1 (6.4)	44.1 (12.3)	33.5 (6.4)
High Absentee Rate	6.4 (2.1)	2.5 (1.5)	2.1 (1.0)	6.9 (2.9)	5.7 (3.0)	3.5 (2.7)
Eligible for Regular Chapter 1	33.8 (4.8)	32.2 (10.1)	30.0 (6.5)	41.6 (6.6)	30.4 (12.3)	21.2 (5.7)
Eligible for Free or Reduced-Price Meals	82.8 (4.3)	79.8 (11.1)	73.3 (9.5)	72.5 (5.5)	43.4 (11.2)	66.5 (7.3)
Exhibited Severe Behavioral Problems	8.2 (3.5)	2.3 (1.3)	2.4 (1.2)	13.5 (4.7)	0.6 (0.4)	3.9 (2.8)
Reading Achievement Level Estimated to be Below the 35th Percentile	52.7 (5.7)	62.8 (10.3)	48.1 (9.5)	37.9 (6.5)	24.0 (7.4)	34.1 (6.7)
Other Language Arts Achievement Level Estimated to be Below the 35th Percentile	45.8 (5.7)	62.2 (10.4)	34.3 (9.3)	35.5 (6.3)	44.4 (12.9)	35.2 (6.7)
Mathematics Achievement Level Estimated to be Below the 35th Percentile	39.4 (5.5)	55.2 (11.0)	31.7 (9.4)	27.1 (5.6)	21.6 (6.8)	26.9 (6.7)
None of the Above	7.0 (2.6)	2.2 (1.4)	8.8 (2.7)	10.7 (3.9)	9.0 (4.0)	17.3 (6.0)
One or More of the Above	93.0 (2.6)	97.8 (1.4)	91.2 (2.7)	89.3 (3.8)	91.0 (4.0)	82.7 (6.0)
Two or More of the Above	78.9 (4.7)	87.1 (4.1)	77.4 (5.6)	68.9 (5.7)	56.2 (12.9)	57.8 (7.6)
Three or More of the Above	59.7 (5.6)	65.9 (10.1)	47.1 (9.2)	47.6 (6.5)	27.8 (8.1)	35.1 (6.7)
Four or More of the Above	44.0 (5.7)	58.5 (10.7)	31.6 (9.4)	37.3 (6.5)	20.6 (6.7)	27.1 (6.2)
Five or More of the Above	30.5 (4.9)	30.4 (10.1)	12.2 (3.5)	30.2 (6.2)	15.3 (5.6)	13.1 (4.4)

Source: Basic Student Form Items 1, 5, 6, 7, 9, 10, 11, 15, and 16.
Note: Standard errors are shown in parentheses. (-) indicates that an informative standard error could not be calculated.

Exhibit A.16.c

Estimated Percentage of Summer-Term K-6 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status

	Months Since Last Qualifying Move					
Needs Category	**<13**	**13-24**	**25-36**	**37-48**	**49-60**	**>60**
One or More Grades Behind Grade Level	37.3 (3.6)	36.8 (8.5)	46.4 (10.5)	38.0 (8.8)	62.6 (11.3)	26.9 (11.3)
High Absentee Rate	19.5 (2.6)	11.6 (3.0)	32.2 (11.1)	31.3 (9.1)	22.3 (13.1)	7.7 (4.4)
Eligible for Regular Chapter 1	35.3 (3.5)	10.4 (2.7)	8.5 (3.0)	25.1 (6.6)	23.6 (8.9)	47.6 (19.0)
Eligible for Free or Reduced-Price Meals	94.8 (1.4)	96.4 (1.8)	94.6 (1.9)	95.3 (2.5)	88.7 (4.9)	95.5 (2.7)
Exhibited Severe Behavioral Problems	2.8 (1.2)	0.4 (0.4)	0.5 (0.3)	1.8 (1.5)	0 (-)	0.4 (0.3)
Reading Achievement Level Estimated to be Below the 35th Percentile	36.9 (3.8)	26.0 (6.4)	21.9 (6.1)	17.8 (6.0)	15.5 (5.9)	12.2 (5.2)
Other Language Arts Achievement Level Estimated to be Below the 35th Percentile	34.2 (3.8)	25.2 (6.3)	23.6 (6.3)	21.8 (6.7)	15.4 (5.8)	11.8 (5.1)
Mathematics Achievement Level Estimated to be Below the 35th Percentile	28.3 (3.6)	15.6 (4.1)	19.1 (5.5)	9.4 (3.4)	14.5 (5.7)	8.7 (3.9)
None of the Above	0.5 (0.4)	1.7 (1.2)	1.4 (0.9)	1.4 (1.4)	0.5 (0.4)	2.2 (1.7)
One or More of the Above	99.5 (0.4)	98.3 (1.2)	98.6 (0.9)	98.6 (1.4)	99.5 (0.4)	97.8 (1.7)
Two or More of the Above	79.2 (3.2)	59.9 (8.4)	70.8 (8.9)	67.6 (8.8)	86.7 (4.9)	79.3 (8.8)
Three or More of the Above	50.1 (3.8)	31.0 (6.7)	44.1 (10.5)	46.7 (8.9)	39.6 (13.2)	16.7 (7.2)
Four or More of the Above	36.3 (3.8)	21.3 (6.0)	19.7 (5.8)	17.0 (6.0)	11.1 (4.7)	9.3 (4.1)
Five or More of the Above	17.0 (2.5)	8.3 (2.7)	11.0 (4.0)	9.6 (5.0)	3.1 (1.8)	5.5 (2.6)

Source: Basic Student Form Items 1, 5, 6, 7, 9, 10, 11, 15, and 16.

Note: Standard errors are shown in parentheses. (-) indicates that an informative standard error could not be calculated.

Exhibit A.16.d
Estimated Percentage of Summer-Term 7-12 Migrant Students, by "Needs" Categories and Number of Months Since Last Qualifying Move for Migrant Status

	Months Since Last Qualifying Move					
Needs Category	**<13**	**13-24**	**25-36**	**37-48**	**49-60**	**>60**
One or More Grades Behind Grade Level	56.5 (7.4)	52.8 (12.2)	78.8 (13.6)	36.8 (20.5)	14.2 (8.9)	73.1 (16.9)
High Absentee Rate	26.4 (6.2)	20.2 (8.5)	3.6 (3.9)	13.3 (7.4)	8.0 (6.1)	12.3 (10.2)
Eligible for Regular Chapter 1	18.8 (4.7)	7.7 (4.5)	4.2 (4.0)	2.5 (2.6)	3.0 (2.7)	15.0 (11.1)
Eligible for Free or Reduced-Price Meals	93.2 (2.8)	100.0 (-)	93.9 (4.9)	96.4 (3.3)	97.0 (2.4)	94.1 (6.4)
Exhibited Severe Behavioral Problems	2.6 (2.0)	3.2 (2.6)	0 (-)	0 (-)	0 (-)	0
Reading Achievement Level Estimated to be Below the 35th Percentile	43.9 (7.4)	29.0 (11.9)	12.1 (8.6)	16.4 (8.1)	4.4 (3.2)	12.5 (9.2)
Other Language Arts Achievement Level Estimated to be Below the 35th Percentile	42.3 (7.4)	29.8 (11.9)	12.6 (8.7)	13.5 (6.6)	2.0 (1.8)	11.1 (8.6)
Mathematics Achievement Level Estimated to be Below the 35th Percentile	21.8 (5.6)	10.3 (5.7)	13.3 (8.9)	12.5 (6.2)	3.0 (2.4)	11.1 (8.6)
None of the Above	1.7 (1.4)	0 (-)	3.0 (3.3)	0.5 (0.6)	0 (-)	0 (-)
One or More of the Above	98.3 (1.4)	100.0 (-)	97.0 (3.3)	99.5 (0.6)	100.0 (-)	100.0 (-)
Two or More of the Above	82.3 (5.6)	69.8 (9.3)	76.8 (14.2)	59.2 (20.4)	19.5 (11.7)	88.1 (9.3)
Three or More of the Above	59.8 (7.1)	38.5 (12.2)	13.3 (8.9)	16.0 (7.7)	8.0 (5.7)	18.9 (12.9)
Four or More of the Above	37.0 (6.8)	29.8 (11.9)	12.6 (8.7)	11.8 (6.0)	2.0 (1.8)	11.1 (8.6)
Five or More of the Above	24.4 (6.1)	14.8 (7.9)	11.6 (8.4)	5.0 (3.2)	1.0 (1.1)	10.0 (8.2)

Source: Basic Student Form Items 1, 5, 6, 7, 9, 10, 11, 15, and 16.
Note: Standard errors are shown in parentheses. (-) indicates that an informative standard error could not be calculated.

Exhibit A.17.a

Administrative Level of Identification and Recruitment of Migrant Students in Each State. (N = 51)

Administrative Level	States N	States %
State	5	9.8
Regional	2	3.9
Local Project	20	39.2
State and Regional	1	2.0
State and Local	8	15.7
Regional and Local	9	17.6
State, Regional, and Local	6	11.8

Source: State Program Questionnaire Item 15.a.

Exhibit A.17.b

State Guidelines/Policies for the Identification and Recruitment of Migrant Students by Local Projects and School Districts (N = 51)

Guideline/Policy	States N	States %
Local Projects/Districts Responsible for All Identification and Recruitment	37	72.5
Local Projects/Districts Are Responsible, but State Coordinates, Trains, and Reviews	7	13.7
Local Projects/Districts Play Minor or No Role in Identification and Recruitment	6	11.8
Local Projects/Districts Sign Assurances of Identification and Recruitment Procedures	2	3.9
Other	2	3.9

Source. State Program Questionnaire Item 16.

Multiple responses were possible.

Exhibit A.18

Major Identification and Recruitment Activities Performed by State- or Regional-Level Organization (N = 31)

Activity	States With State/Regional I&R	
	N	%
Provided/Managed State or Regional Recruiters	14	45.2
Provided Technical Assistance/Workshops	13	41.9
Monitored Recruitment/Legal Compliance	7	22.6
Contacted Labor/Agricultural Camps or Agencies	7	22.6
Prepared Identification/Recruitment Manual and Materials	5	16.1
Provided/Managed Recruiters in Areas Not Covered by Local Projects	5	16.1
Conducted Identification/Recruitment Surveys	4	12.9
Other	3	9.7

Source: State Program Questionnaire Item 15.b.

Multiple responses were possible.

Exhibit A.19

Percentage of Projects, by Agencies with Primary Responsibility for In-the-Field Identification/Recruitment

Agency	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
SEA	1.6	(1.1)	1.7	(1.3)
Regional MEP Office	9.5	(3.2)	10.6	(4.5)
Local MEP Staff	88.1	(3.4)	80.0	(5.3)
Other	0.8	(0.8)	7.7	(2.9)

Source: Site Observation Record Form Item I.18.a.

Note: Standard errors are shown in parentheses.

Exhibit A.20.a

Percentage of Projects, by Estimate of Effort Made to Identify/Recruit Previously Unidentified Migrant Students

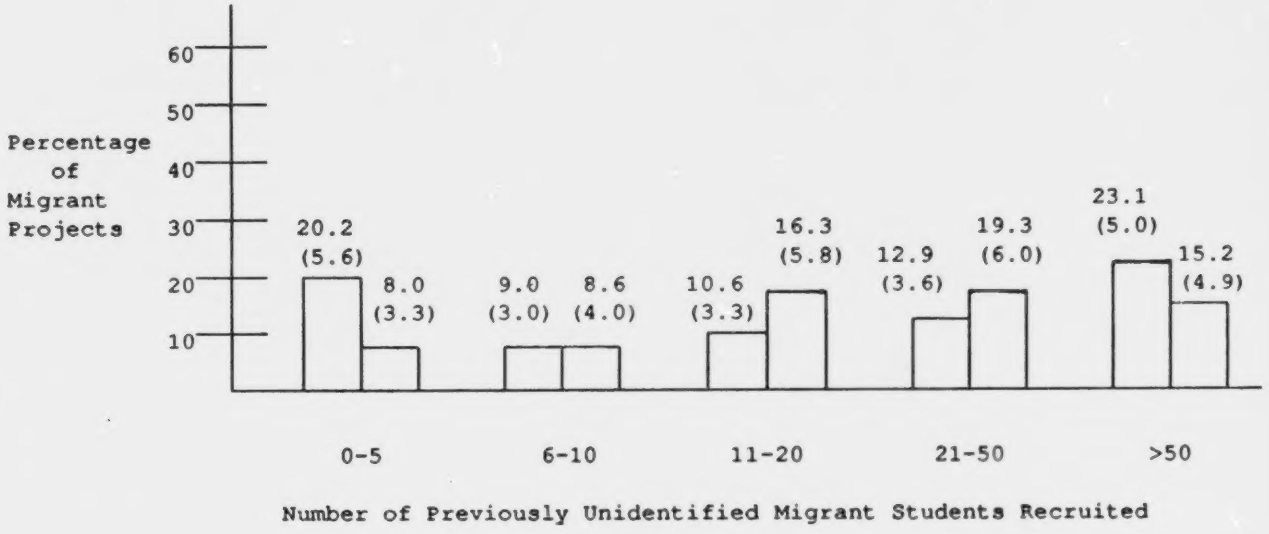
Level of Effort	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
1 = Little or No Effort	3.0	(2.9)	6.9	(3.8)
2	2.3	(1.7)	2.3	(1.6)
3	8.7	(2.9)	10.5	(5.1)
4	19.1	(4.5)	15.2	(4.9)
5 = An Extensive Effort	66.9	(5.7)	65.1	(7.0)

Source: Site Observation Record Form Item I.19.a.

Note: Standard errors are shown in parentheses.

Exhibit A.20.b

Number of Previously Unidentified Migrant Students Recruited During Past Year by Local Migrant Education Projects



Source: Site Observation Record Form Item I.19.b.

Notes: The first "number of previously unidentified migrants" column is for the regular school year; the second is for the summer term.

24.2 (5.1) percent of regular school year projects and 32.5 (7.0) percent of summer-term projects did not respond.

For responding projects, mean and median numbers of previously unidentified migrant students recruited were:

	Mean	Median
For regular school year projects:	44.3	15.0
For summer-term projects:	58.0	20.0

Standard errors are shown in parentheses.

Exhibit A.20.c

Percentage of Projects, by Types of Special Recruitment Effort Used by Migrant Recruiters

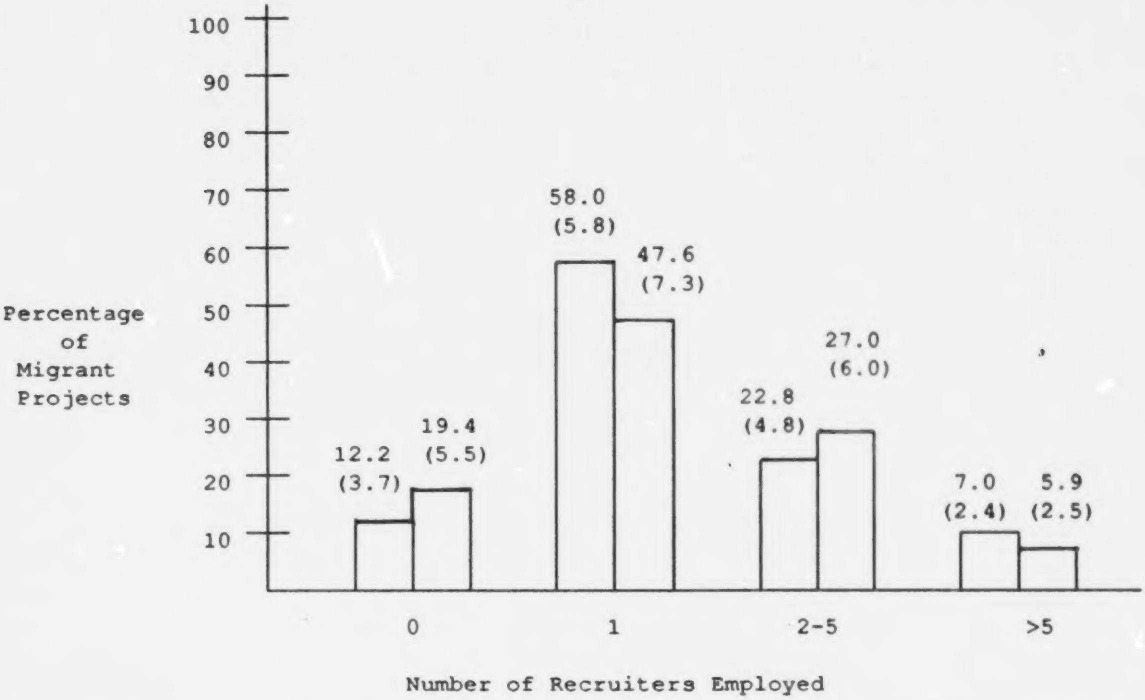
Type of Special Recruitment Effort	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Home Visits/Parental Contact	31.1	(5.5)	1.2	(1.2)
"Door-To-Door" Recruitment	6.4	(2.4)	--	
Contacts With Employers/Visits to Worksites	16.1	(4.8)	2.4	(1.7)
Use of School Enrollment Information or Staff Referrals	35.3	(6.1)	19.7	(5.1)
Ask Students/Parents to Identify Other Migrant Students	8.8	(3.0)	--	
Publicize in Media and Public Places	17.1	(5.1)	5.7	(3.4)
Solicit Referrals From Community Agencies	9.7	(4.2)	1.3	(1.3)
Expand Recruiting to New Areas	0.9	(0.9)	--	
Increase Budget/Time Spent on Recruiting	4.8	(2.2)	--	
Other	9.5	(4.0)	29.1	(7.1)
Not Applicable Because Did Not Report Special Recruitment Efforts	16.9	(4.1)	41.7	(7.3)

Source: Site Observation Record Form Item I.19.c.

Note: Standard errors are shown in parentheses.

Exhibit A.21.a

Number of Recruiters Employed by Local Migrant Education Projects



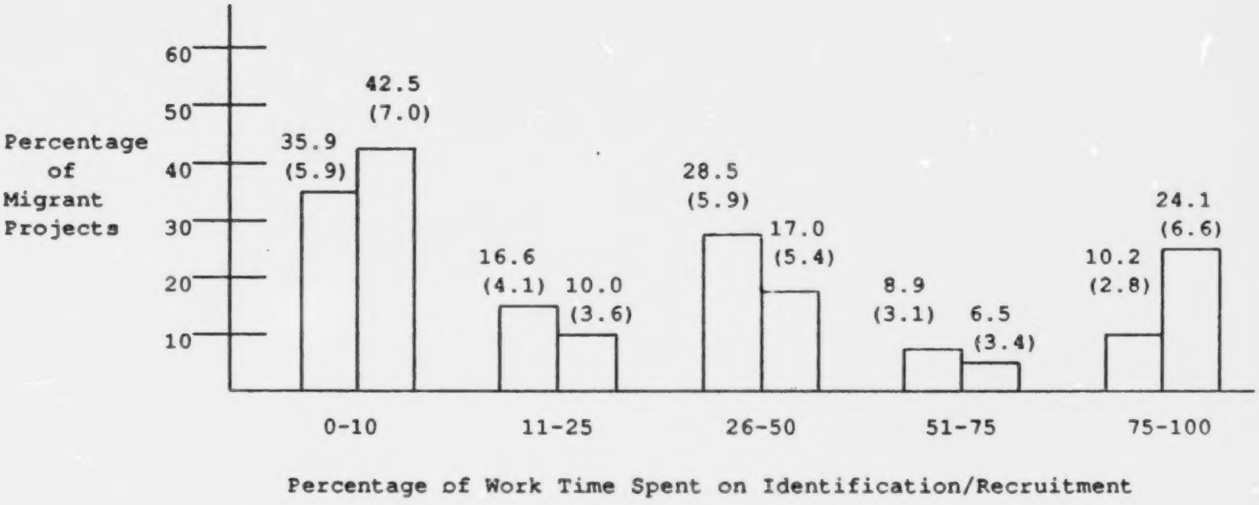
Source: Site Observation Record Form Item I.20.a.

Notes: The first "number of recruiters employed" column is for the regular school year; the second is for the summer term.

Standard errors are shown in parentheses.

Exhibit A.21.b

Percentage of Work Time Spent on Identification/Recruitment by Local MEP Recruiters



Source: Site Observation Record Form Item I.20.b.

Notes: The first "percentage of work time" column is for the regular school year; the second is for the summer term.

Percentages of projects equal more than 100 because some projects had more than one recruiter.

Standard errors are shown in parentheses.

Exhibit A.21.c

Percentage of Projects, by Primary Recruitment Methods Used by Local MEP Recruiters

Primary Method Used by Local MEP Recruiters	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Home Visits/Parental Contact	32.9	(5.2)	30.3	(6.5)
"Door-To-Door" Recruitment	7.6	(2.4)	1.2	(1.2)
Contacts With Employers	15.4	(4.6)	18.1	(5.1)
Visits to Farms/Migrant Camps/Churches	16.7	(4.8)	17.7	(5.3)
Use of School Enrollment Information Or Letters Sent to All Students	50.1	(6.0)	27.6	(7.1)
Publicize in Media and Public Places	8.5	(4.1)	--	
"Word of Mouth"	23.3	(5.5)	9.9	(4.3)
Use Referrals from School Staff, Community Agencies, Parents, and/or Students	25.6	(5.3)	27.0	(6.7)
Use MSRTS Information	0.8	(0.8)	1.2	(1.2)
Use Information From Former School	3.1	(1.9)	0.7	(0.7)
Other	--		3.5	(2.0)
No Response	12.2	(3.7)	19.4	(5.5)

Source: Site Observation Record Form Item I.20.d.

Multiple responses were possible.

Note: Standard errors are shown in parentheses.

Exhibit A.22.a

Percentage of Migrant Projects, by Reasons for Selecting Certain Grade Levels for Provision of MEP Instructional Services

Reasons for Selection	Regular School Year Projects		Summer-Term Projects	
Migrant Students in Grades Served Identified as Having Greatest Needs	25.9	(10.1)	15.4	(11.2)
More Migrant Students in Grades Served; thus, More Cost Efficient	59.5	(11.5)	25.2	(19.8)
School District (e.g., High School Only District) Serves Only Certain Grades	5.9	(4.1)	59.3	(19.2)
No Response	8.7	(6.3)	--	

Source: Site Observation Record Form (Regular) Item I.8.b.(1)

Note: Standard errors are in parentheses.

Exhibit A.22.b

Percentage of Migrant Projects, by Reasons for Selecting Certain Schools for Provision of MEP Instructional Services

Reasons for Selection	Regular School Year Projects		Summer-Term Projects	
Migrant Students in Schools Served Identified as Having Greatest Needs	27.8	(8.5)	11.8	(11.8)
More Migrant Students in School Served; thus More Cost Efficient	60.3	(9.3)	59.2	(24.4)
School District has only one School	4.1	(2.8)	--	
No Response)	7.8	(5.2)	29.1	(23.8)

Source: Site Observation Record Form (Regular) Item I.8.b.(2)

Note: Standard errors are shown in parentheses.

Exhibit A.22.c

Percentage of Migrant Projects, by Reasons for Selecting Only Certain Age Levels for Provision of MEP Instructional Services

Reasons for Selection	Regular School Year Projects		Summer-Term Projects	
Migrant Students at these Age Levels Identified as Having Greatest Needs	33.1	(10.7)	7.7	(7.7)
More Migrant Students at these Age Levels; thus, More Cost Efficient	35.3	(11.3)	--	
School District Serves Only Certain Age Levels (e.g., High School only District)	3.6	(3.5)	92.3	(7.7)
No Response	28.1	(10.9)	--	

Source: Site Observation Record Form (Regular) Item I.8.b.(3)

Note: Standard errors are shown in parentheses.

Exhibit A.22.d

Percentage of Migrant Projects, by Basis for Priority for MEP Instructional Services in Classes That Are Full

Basis for Priority	Regular School Year Projects		Summer-Term Projects	
Currently Migratory Students Get Priority	46.7	(20.5)	--	
Most Needy Get Priority	15.2	(14.2)	--	
Ones Who Arrive First Get Priority	16.6	(15.2)	67.1	(28.0)
No Response	21.5	(18.5)	32.9	(28.0)

Source: Site Observation Record Form (Regular) Item I.8.b.(4)

Note: Standard errors are shown in parentheses.

Exhibit A.22.e

Percentage of Migrant Projects, by How "Demonstrated Need" is Determined as a Basis for Receipt of MEP Instructional Services

How Need Determined	Regular School Year Projects		Summer-Term Projects	
Based on Achievement Test Scores or GPA	62.5	(7.7)	51.4	(12.3)
Based on Teacher Recommendation	22.2	(6.3)	4.8	(4.8)
Based on Limited-English-Proficiency	5.7	(3.7)	11.3	(5.8)
No Response	9.7	(4.0)	32.4	(11.8)

Source: Site Observation Record Form (Regular) Item I.8.b.(5)

Note: Standard errors are shown in parentheses.

Exhibit A.22.f

Percentage of Migrant Projects, by Other Programs That Meet Needs of Migrant Students Served by MEP

Other Programs	Regular School Year Projects		Summer-Term Projects	
Regular Chapter 1	68.2	(8.0)	38.6	(12.4)
Bilingual or LEP	28.4	(8.5)	10.9	(10.1)
Special Education	33.2	(8.0)	3.2	(3.3)
State Compensating Education Program	7.6	(3.5)	--	
Gifted or Advanced Standing Program	5.4	(3.2)	--	
Regular School Program	7.7	(4.4)	31.3	(11.0)
No Response	1.5	(1.5)	--	

Source: Site Observation Record Form (Regular) Item I.8.b.(6)

Multiple responses were possible.

Notes: Standard errors are shown in parentheses.

These data apply only to projects that reported not serving some migrant students because their needs were being met by other programs.

Exhibit A.22.g

Percentage of Migrant Projects by Other Reasons Why Some Eligible Migrant Students Do Not Receive MEP Instructional Services

Other Reasons	Regular School Year Projects		Summer-Term Projects	
Parental or Student Refusal	37.1	(9.6)	66.4	(9.5)
Lack of funds/staff	30.0	(8.0)	8.9	(5.3)
Schedule Conflicts	20.5	(9.3)	--	
Other	7.1	(3.6)	18.6	(7.7)
Don't Know (or no response)	5.3	(3.1)	6.1	(4.1)

Source: Site Observation Record Form (Regular) Item I.8.b.(7)

Note: Standard errors are shown in parentheses.

Exhibit A.23

State Guidelines for Selecting Projects for Funding (N=51)

Guidelines	States N	States %
All Agencies, With Identified Migrant Students, That Apply Are Funded	24	47.1
All Agencies, With High Concentrations of Currently Migratory Students, That Apply Are Funded	19	37.3
Only Selected Agencies in High-Priority Locations Are Funded	3	5.9
Other	5	9.8

Source: State Program Questionnaire Item 9.

Exhibit A.24.a

Percentage of Migrant Students Receiving MEP Instructional Services, by Instructional Services Category and Grade-Level Category

Instructional Services	Percentage of Students in Each Grade Level Category					
	K-6		7-9		10-12	
Reading	59.9	(2.1)	35.9	(3.8)	23.7	(3.5)
Other Language Arts	45.2	(2.1)	21.8	(2.8)	21.8	(3.3)
Mathematics	47.3	(2.1)	24.0	(2.9)	16.9	(2.8)
Science	16.4	(1.7)	10.0	(2.0)	20.0	(5.3)
Social Science	14.6	(1.6)	8.7	(1.4)	19.2	(5.2)
Vocational/Career	7.1	(1.1)	12.9	(2.3)	14.2	(5.3)
Cultural Enrichment	19.4	(1.5)	11.0	(2.3)	7.9	(2.8)
Health	5.1	(0.9)	4.8	(1.4)	8.6	(4.9)
Basic Skills/Tutoring	1.3	(0.3)	3.5	(0.9)	9.1	(4.9)
Other	3.5	(0.6)	3.5	(2.5)	6.9	(4.9)
Any of the above	71.5	(1.9)	53.4	(3.9)	49.1	(5.6)

Source: Basic Student Form Item 17.

Notes: Standard errors are shown in parentheses.

Pre-K children are not included because listed instructional services categories are not applicable for them.

Exhibit A.24.b

Percentage of Migrant Students Receiving MEP Support Services, by Grade Level Category

Support Services	Percentage of Students in Each Grade Level Category			
	Pre-K	K-6	7-9	10-12
Medical Screening or Treatment	45.6 (5.9)	57.4 (1.9)	51.0 (3.9)	54.9 (5.2)
Dental Screening or Treatment	43.3 (5.9)	52.3 (2.1)	45.2 (4.1)	48.2 (5.7)
Meals	40.1 (5.4)	34.6 (2.1)	25.0 (3.7)	20.3 (3.6)
Clothing	12.2 (3.5)	18.7 (2.0)	15.9 (3.3)	5.9 (1.4)
Transportation	63.8 (5.4)	51.7 (2.1)	36.4 (4.1)	44.0 (6.0)
Home-school Liaison	71.3 (4.8)	65.1 (1.9)	60.0 (3.6)	54.7 (5.2)
Day Care	8.4 (2.7)	0.5 (0.1)	--	--
Guidance or Counseling	22.5 (4.2)	45.0 (2.2)	52.4 (3.9)	59.0 (4.9)
Needs Assessment	--	7.2 (1.9)	11.6 (4.3)	18.4 (7.5)
Other	3.2 (1.8)	1.9 (0.7)	0.3 (0.2)	1.4 (0.5)
Any of the Above	87.4 (3.6)	84.8 (1.3)	75.2 (3.1)	73.8 (4.0)

Source: Basic Student Form Item 20.

Note: Standard errors are shown in parentheses.

Exhibit A.25.a

Number of Currently Migratory Students Provided with Various Instructional and Support Services from the Beginning of the 1989-90 Regular School Year Until March 1, 1990, by Grade Level

Number of Currently Migratory Students Receiving MEP Funded Service

Service Area	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
Instructional																
Reading	4,702 (2248.7)	10,594 (2335.2)	12,499 (2545.6)	12,156 (2798.4)	10,880 (2189.8)	10,410 (2538.5)	9,388 (1940.6)	8,954 (2047.8)	8,345 (2150.6)	6,856 (2049.4)	6,995 (1978.3)	4,639 (1345.0)	3,393 (1215.2)	2,545 (912.2)	319 (91.9)	112,675
Other language arts	4,795 (2228.7)	10,464 (2545.5)	10,738 (2539.8)	10,219 (2801.6)	8,891 (2171.5)	8,998 (2538.2)	7,912 (1901.1)	7,707 (1995.6)	6,651 (1908.9)	6,616 (1970.7)	6,432 (1868.3)	4,160 (1192.4)	3,161 (1135.7)	2,251 (832.2)	350 (106.9)	99,345
Mathematics	4,044 (2194.9)	8,391 (2269.1)	8,997 (2437.5)	8,831 (2709.6)	8,086 (2067.9)	8,671 (2519.8)	7,946 (1913.0)	7,725 (1981.3)	6,755 (1949.9)	6,679 (2004.6)	7,181 (1992.7)	4,883 (1362.0)	3,394 (1209.1)	1,996 (821.2)	245 (79.6)	93,824
Vocational/ Career	120 (78.6)	409 (181.5)	519 (184.1)	588 (191.7)	526 (194.2)	486 (177.8)	519 (168.0)	613 (211.5)	2,047 (876.9)	1,964 (858.0)	3,790 (1195.7)	3,547 (1061.8)	3,135 (1167.4)	2,346 (860.9)	331 (182.5)	20,940
Other MEP instruction	2,839 (706.6)	2,887 (651.8)	3,125 (599.3)	2,419 (515.4)	2,477 (644.8)	2,468 (618.9)	2,639 (664.7)	2,522 (730.9)	2,684 (791.8)	2,505 (770.2)	3,080 (994.9)	2,152 (717.3)	2,294 (1063.0)	1,626 (800.9)	791 (371.0)	36,508
Support																
Health	4,879 (1549.1)	5,444 (903.7)	5,611 (927.4)	5,133 (910.1)	4,827 (767.8)	4,561 (736.5)	4,363 (689.3)	3,682 (582.3)	3,508 (611.7)	3,290 (582.2)	3,102 (640.7)	2,244 (496.4)	1,528 (390.1)	1,367 (391.4)	730 (380.6)	54,269
Dental	1,751 (576.5)	3,000 (543.7)	3,700 (753.0)	2,851 (514.0)	2,486 (440.4)	2,559 (442.0)	2,581 (494.7)	2,303 (446.2)	1,875 (379.8)	1,882 (382.9)	1,641 (372.9)	1,254 (320.2)	878 (234.0)	554 (149.8)	333 (154.9)	29,648
Nutrition	2,933 (976.4)	2,161 (618.7)	2,614 (666.4)	2,259 (631.6)	2,300 (652.2)	2,088 (619.6)	1,989 (616.3)	1,808 (611.1)	1,903 (620.6)	1,556 (601.7)	1,851 (728.4)	1,657 (636.7)	1,034 (565.8)	984 (556.1)	771 (566.4)	27,908
Pupil Transportation	2,558 (818.0)	2,270 (391.8)	2,458 (423.8)	2,354 (387.7)	2,239 (398.4)	2,197 (357.9)	2,011 (372.1)	1,873 (336.5)	1,619 (330.9)	1,504 (327.6)	1,985 (523.2)	1,438 (380.9)	828 (236.8)	565 (200.3)	586 (232.6)	26,485 (86.6)
Social work/ guidance, etc.	6,811 (2380.7)	7,591 (2438.7)	8,738 (2633.0)	8,541 (2884.7)	7,645 (2270.0)	7,493 (2601.8)	6,678 (2007.2)	6,909 (2124.4)	7,171 (2103.0)	6,814 (2108.3)	7,156 (2053.8)	4,591 (1407.2)	3,657 (1248.6)	2,645 (934.1)	1,115 (324.16)	93,555 (324.9)
Other MEP support services	4,750 (2240.1)	5,208 (2220.6)	5,656 (2464.4)	5,519 (2661.4)	4,875 (2006.4)	5,237 (2438.7)	4,268 (1766.4)	3,777 (1534.0)	3,824 (1747.8)	3,646 (1737.0)	3,170 (1316.5)	2,272 (1079.1)	2,081 (1059.4)	1,563 (849.4)	1,298 (588.5)	57,144

Source: Local Project Questionnaire (Regular) Item 11.

Note: Standard errors are shown in parentheses.

BEST COPY AVAILABLE

Exhibit A.25.b

Number of Formerly Migratory Students Provided with Various Instructional and Support Services from the Beginning of the 1989-90 Regular School Year Until March 1, 1990, by Grade Level

	Number of Formerly Migratory Students Receiving MEP Funded Service															
Service Area	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
Instructional																
Reading	2,703 (1059.5)	9,203 (1334.9)	12,866 (1540.0)	13,144 (1704.5)	12,760 (1469.1)	11,693 (1504.5)	10,134 (1240.1)	9,143 (1144.4)	7,569 (1161.3)	6,295 (1079.6)	6,682 (1437.5)	4,760 (915.0)	3,826 (812.2)	3,140 (699.5)	367 (105.4)	114,285
Other language arts	2,642 (1065.1)	9,439 (1552.6)	11,132 (1807.9)	11,053 (1937.5)	10,972 (1682.1)	9,850 (1741.7)	8,830 (1481.5)	7,786 (1276.1)	6,749 (1233.1)	5,891 (1216.6)	5,382 (966.8)	4,385 (832.1)	3,713 (745.0)	2,874 (590.3)	284 (92.1)	100,982
Mathematics	2,428 (1056.7)	6,712 (1201.5)	9,374 (1416.5)	9,258 (1521.3)	9,207 (1354.9)	8,603 (1431.1)	7,551 (1005.1)	6,837 (1017.9)	5,563 (977.6)	5,103 (974.4)	4,951 (962.1)	3,740 (812.9)	2,849 (726.6)	2,264 (578.3)	206 (72.8)	84,646
Vocational/ Career	195 (124.4)	785 (251.0)	891 (321.6)	944 (320.7)	974 (354.0)	876 (302.2)	783 (263.7)	1,054 (302.2)	2,836 (797.2)	2,652 (695.9)	4,414 (1070.9)	3,826 (832.8)	2,992 (679.5)	2,333 (479.4)	304 (94.2)	25,859
Other MEP instruction	1,417 (527.6)	2,448 (450.4)	3,273 (590.9)	2,767 (508.7)	3,151 (638.2)	3,117 (576.7)	3,019 (525.7)	2,696 (425.7)	2,318 (368.9)	2,069 (321.5)	2,687 (591.6)	2,374 (547.7)	1,910 (465.2)	1,541 (369.0)	145 (60.8)	34,932
Support																
Health	1,606 (418.1)	4,298 (843.0)	4,884 (894.5)	5,087 (945.2)	4,853 (814.1)	4,786 (788.1)	4,552 (776.9)	4,007 (714.2)	4,171 (734.3)	3,462 (620.8)	3,005 (598.0)	2,740 (571.9)	1,977 (456.0)	1,800 (403.0)	303 (118.4)	51,531
Dental	974 (293.3)	2,281 (422.0)	2,786 (473.7)	2,634 (448.4)	2,689 (420.1)	2,863 (466.5)	2,636 (434.2)	2,468 (486.3)	2,042 (406.7)	1,847 (366.2)	2,213 (552.0)	2,075 (541.6)	1,714 (533.3)	1,490 (469.3)	231 (106.8)	30,943
Nutrition	1,458 (436.4)	1,867 (405.8)	2,423 (459.0)	2,433 (446.8)	2,336 (441.6)	2,379 (457.6)	2,206 (422.1)	1,897 (403.8)	1,530 (351.6)	1,226 (335.9)	1,679 (433.6)	1,616 (479.4)	1,149 (353.7)	952 (320.7)	411 (289.8)	25,562
Pupil Transportation	789 (279.5)	1,569 (306.2)	1,839 (315.7)	1,870 (310.8)	2,012 (324.0)	1,861 (299.2)	1,826 (285.1)	1,679 (280.6)	1,384 (233.0)	1,197 (210.1)	1,592 (342.9)	1,452 (420.4)	987 (295.5)	793 (201.9)	178 (70.9)	21,028
Social work/ guidance, etc.	3,025 (1099.5)	5,818 (1506.1)	7,476 (1888.2)	7,475 (1930.9)	6,950 (1716.9)	6,563 (1760.0)	6,141 (1556.5)	5,914 (1398.2)	6,382 (1440.9)	5,888 (1407.9)	7,517 (1707.5)	5,919 (1229.3)	4,420 (972.3)	3,509 (794.8)	904 (289.6)	83,901
Other MEP support services	1,911 (1008.1)	3,778 (1201.9)	4,431 (1377.5)	4,334 (1378.5)	4,316 (164.9)	4,307 (1285.8)	3,836 (1016.2)	3,520 (883.4)	3,697 (1000.3)	3,326 (946.3)	3,720 (969.3)	2,743 (719.2)	1,919 (550.4)	1,245 (373.1)	1,662 (332.7)	48,745

Source: Local Project Questionnaire (Regular) Item 12.

Note: Standard errors are shown in parentheses.

Exhibit A.25.c

Number of Currently Migratory Students Provided with Various Instructional and Support Services for the First Two Weeks of the 1990 Summer Term, by Grade Level

	Number of Currently Migratory Students Receiving MEP Funded Service															
Service Area	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
Instructional																
Reading	5,173 (692.6)	5,279 (550.8)	6,460 (700.0)	5,834 (650.7)	5,470 (581.0)	5,140 (615.8)	4,210 (536.0)	3,628 (484.6)	2,295 (386.8)	1,830 (365.3)	1,457 (272.3)	1,239 (240.5)	880 (184.7)	368 (88.5)	221 (65.8)	49,490
Other language arts	5,671 (676.9)	5,367 (600.0)	5,924 (668.4)	5,129 (608.6)	4,855 (542.9)	4,689 (578.9)	3,862 (492.8)	3,257 (440.2)	2,042 (370.4)	1,540 (334.1)	1,465 (277.6)	1,306 (272.6)	1,044 (256.7)	423 (95.6)	516 (241.1)	47,090
Mathematics	5,156 (681.3)	5,484 (623.4)	6,014 (703.8)	5,412 (655.9)	4,991 (582.3)	4,842 (618.6)	3,930 (536.8)	3,367 (478.3)	2,175 (368.6)	1,758 (360.7)	1,564 (312.8)	1,168 (238.9)	923 (192.2)	329 (77.8)	185 (60.5)	47,298
Vocational/ Career	582 (209.1)	1,334 (454.3)	1,488 (499.7)	1,508 (490.4)	1,453 (446.5)	1,350 (426.1)	1,256 (398.7)	1,363 (385.9)	941 (282.6)	825 (269.9)	772 (187.1)	646 (192.2)	416 (117.8)	220 (64.6)	165 (60.6)	14,319
Other MEP instruction	4,548 (1023.4)	4,119 (611.0)	4,145 (638.4)	3,669 (590.6)	3,449 (547.9)	3,184 (527.7)	2,760 (460.5)	2,363 (426.6)	1,395 (311.0)	1,120 (293.6)	1,274 (308.9)	1,059 (237.1)	893 (214.2)	390 (108.6)	373 (142.7)	34,741
Support																
Health	3,863 (671.5)	2,972 (524.6)	2,938 (540.7)	2,668 (503.2)	2,560 (462.0)	2,119 (430.4)	1,785 (394.2)	1,413 (363.4)	1,106 (352.5)	758 (255.4)	492 (148.4)	359 (115.6)	249 (79.3)	147 (49.5)	83 (28.1)	23,512
Dental	2,916 (633.8)	2,531 (536.4)	2,281 (529.2)	2,097 (507.4)	2,023 (460.7)	1,775 (437.8)	1,472 (406.8)	1,158 (360.6)	996 (352.9)	710 (260.6)	428 (144.7)	340 (117.0)	245 (78.8)	123 (47.2)	42 (18.7)	19,137
Nutrition	5,604 (826.6)	5,083 (654.0)	5,156 (686.9)	4,651 (634.3)	4,338 (565.4)	4,063 (591.5)	3,322 (492.4)	3,013 (483.0)	2,298 (450.1)	1,863 (438.3)	1,885 (480.7)	1,438 (357.5)	1,072 (274.7)	405 (108.7)	619 (289.9)	44,810
Pupil Transportation	5,544 (778.7)	4,888 (555.3)	5,067 (576.5)	4,484 (533.4)	4,158 (469.7)	3,883 (496.5)	3,199 (388.1)	2,835 (393.0)	2,103 (390.2)	1,696 (384.0)	1,816 (474.6)	1,307 (341.7)	951 (263.3)	396 (103.8)	579 (282.0)	42,906
Social work/ guidance, etc.	3,703 (1090.2)	1,601 (391.1)	1,814 (412.5)	1,510 (326.2)	1,342 (300.3)	1,438 (401.2)	1,116 (273.4)	1,153 (277.7)	830 (234.1)	720 (221.0)	1,232 (312.0)	887 (228.2)	704 (211.0)	333 (106.7)	677 (316.1)	19,060
Other MEP support services	2,910 (870.7)	1,603 (377.7)	1,564 (378.5)	1,327 (276.3)	1,178 (271.8)	1,374 (371.7)	973 (227.8)	965 (276.7)	896 (288.6)	552 (156.5)	908 (315.5)	729 (316.5)	273 (87.3)	131 (42.9)	525 (277.1)	15,908

Source: Local Project Questionnaire (Summer) Item 6.

Note: Standard errors are shown in parentheses.

Exhibit A.25.d

Number of Formerly Migratory Students Provided with Various Instructional and Support Services for the First Two Weeks of the 1990 Summer Term, by Grade Level

	Number of Formerly Migratory Students Receiving MEP Funded Service															
Service Area	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
Instructional																
Reading	2,995 (434.0)	4,584 (567.8)	6,596 (767.9)	6,030 (691.4)	6,034 (702.1)	5,432 (623.1)	4,561 (569.0)	3,927 (500.3)	2,311 (382.1)	1,654 (300.0)	1,394 (368.5)	1,263 (384.2)	1,064 (328.5)	339 (95.6)	288 (99.5)	48,472
Other language arts	2,955 (405.6)	4,133 (496.9)	5,500 (625.9)	5,149 (570.3)	5,014 (565.0)	4,577 (513.5)	3,802 (452.8)	3,264 (373.7)	1,843 (281.1)	1,351 (231.9)	1,025 (237.9)	834 (180.5)	693 (191.7)	287 (70.6)	235 (75.4)	40,662
Mathematics	2,562 (386.6)	4,209 (572.1)	5,874 (765.3)	5,434 (692.1)	5,404 (702.2)	4,881 (621.7)	4,105 (571.0)	3,466 (496.3)	2,037 (380.1)	1,473 (295.7)	1,051 (347.6)	981 (374.5)	717 (295.7)	230 (88.2)	644 (66.5)	43,068
Vocational/ Career	687 (175.4)	1,373 (437.0)	1,567 (478.4)	1,580 (472.3)	1,661 (473.3)	1,559 (450.5)	1,616 (417.4)	1,414 (344.8)	1,131 (267.3)	870 (226.1)	657 (187.3)	556 (151.9)	380 (113.2)	189 (53.7)	161 (62.5)	15,401
Other MEP instruction	2,271 (415.5)	3,193 (618.4)	4,056 (783.4)	3,743 (710.6)	3,634 (695.6)	3,467 (629.5)	2,914 (567.2)	2,457 (504.1)	1,529 (383.6)	1,218 (305.7)	1,142 (356.9)	1,227 (400.2)	1,057 (336.3)	371 (112.3)	134 (64.4)	32,413
Support																
Health	1,440 (335.9)	1,976 (501.2)	2,343 (573.0)	1,895 (488.5)	1,988 (496.1)	1,793 (456.7)	1,421 (394.4)	1,075 (315.9)	666 (235.4)	475 (192.6)	263 (118.9)	258 (125.2)	197 (92.9)	70 (29.3)	29 (17.2)	15,889
Dental	1,236 (327.9)	1,460 (472.3)	1,741 (541.3)	1,566 (470.0)	1,591 (477.1)	1,343 (434.8)	1,035 (362.3)	872 (303.6)	489 (209.6)	380 (167.8)	259 (120.4)	246 (127.2)	181 (95.4)	91 (39.2)	44 (31.2)	12,534
Nutrition	2,628 (421.4)	3,946 (614.2)	4,766 (746.8)	4,500 (674.7)	4,309 (662.8)	4,123 (617.1)	3,382 (553.6)	2,786 (491.7)	1,631 (366.0)	1,213 (283.2)	1,192 (367.0)	1,028 (383.7)	891 (329.1)	278 (93.4)	99 (46.9)	36,772
Pupil Transportation	2,539 (391.8)	3,784 (550.7)	4,691 (705.7)	4,386 (642.5)	4,262 (617.1)	3,889 (545.3)	3,256 (493.7)	2,651 (446.1)	1,439 (309.3)	1,092 (234.2)	968 (329.3)	840 (361.3)	637 (285.5)	232 (84.2)	140 (57.7)	34,806
Social work/ guidance, etc.	1,180 (302.5)	1,326 (329.2)	1,624 (407.1)	1,359 (314.4)	1,474 (370.6)	1,325 (290.8)	1,180 (278.0)	933 (209.8)	851 (206.0)	752 (186.5)	757 (167.2)	636 (157.5)	504 (123.6)	285 (91.4)	191 (66.4)	14,377
Other MEP support services	1,104 (307.0)	1,177 (343.0)	1,489 (420.3)	1,210 (317.0)	1,283 (341.5)	1,126 (273.2)	1,057 (257.3)	822 (191.0)	646 (160.2)	533 (145.3)	348 (96.6)	339 (94.0)	261 (75.9)	105 (42.3)	138 (57.5)	11,638

Source: Local Project Questionnaire (Summer) Item 7.

BEST COPY AVAILABLE

Exhibit A.26

Percentage of Projects, by Type of Current MEP Services to Preschool Migrant Students

Type of Current MEP Services	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
None	49.7	(6.1)	27.1	(6.3)
Preschool classes/daycare program	26.8	(5.6)	38.1	(7.1)
Home-based programs	10.5	(3.4)	25.4	(6.3)
Health/dental and other support services	7.1	(2.7)	3.4	(2.0)
Head Start or Early Start program	6.3	(2.6)	2.2	(1.6)
Identification and recruitment	6.1	(2.6)	--	
Not applicable because high school only	0.8	(0.8)	5.2	(3.3)

Source: Site Observation Record Form Item I.10a.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.27

Percentage of Projects, by Type of Current MEP Services to Age 18-21 Migrant Students

Type of Current MEP Services	Percentage of Regular School Year Projects	Percentage of Summer-Term Projects
None	49.2 (6.0)	46.4 (7.3)
Same Services Available to Other Migrant Students	9.1 (2.7)	15.2 (6.0)
Referral Services	22.7 (5.5)	9.9 (4.2)
Tutoring/GED/Adult Education	13.6 (3.7)	18.9 (5.5)
Identification and Recruitment	3.1 (1.9)	7.3 (3.3)
Not Applicable Because Elementary School Only	3.9 (2.2)	5.8 (3.7)

Source: Site Observation Record Form Item I.11.a.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.28

Mean Hours Per Week That Migrant Students Received MEP Instructional Services, by Instructional Service Category

Instructional Service Category	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
	Currently Migratory	Formerly Migratory	Currently Migratory	Formerly Migratory
Reading	2.5 (0.2)	1.8 (0.1)	4.6 (0.2)	4.8 (0.2)
Other Language Arts	2.8 (0.6)	1.6 (0.1)	4.2 (0.2)	4.5 (0.2)
Mathematics	1.8 (0.2)	1.5 (0.1)	4.1 (0.1)	4.2 (0.1)
Science	2.2 (0.3)	0.9 (0.1)	2.1 (0.1)	3.5 (0.3)
Social Science	2.1 (0.3)	1.0 (0.1)	2.3 (0.1)	2.9 (0.2)
Vocational/Career	1.0 (0.5)	1.4 (0.4)	2.8 (0.3)	3.0 (0.4)
Cultural Enrichment	1.4 (0.2)	7.2 (5.2)	3.0 (0.2)	2.9 (0.2)
Preschool	15.0 0.0	6.6 4.0	16.4 (2.9)	2.8 (0.6)
Health	1.0 (0.1)	0.5 (0.3)	2.8 (0.2)	3.0 (0.3)
Basic Skills/Tutoring	1.6 (0.3)	1.9 (0.2)	4.7 (1.1)	4.5 (1.1)
Other	1.0 (0.0)	3.5 (0.8)	4.0 (0.3)	4.7 (0.6)
Any of the Above	4.7 (0.5)	3.5 (0.3)	17.6 (0.6)	17.9 (0.5)

Source: Basic Student Form Item 17.

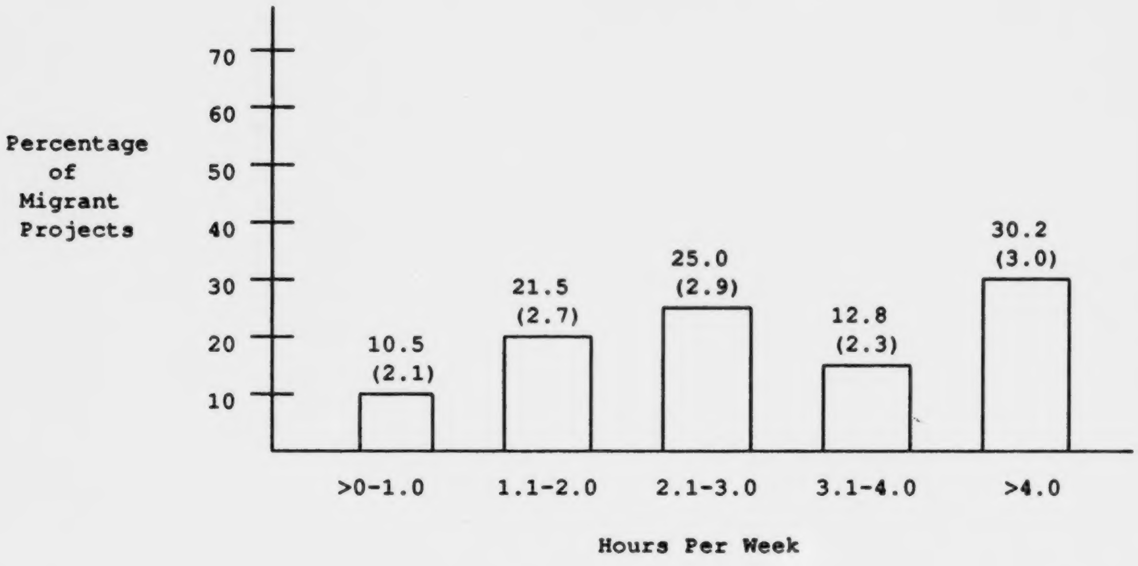
Notes: The tabled values for each instructional services category apply only to those students who received that service.

The mean number of weeks per year of instructional service was approximately 32 weeks for the regular school year and 6 weeks for the summer term.

Standard errors are shown in parentheses.

Exhibit A.29.a

.For Those Regular School Year Students Who Received Migrant-Funded Instruction, Hours Per Week of Instruction Received



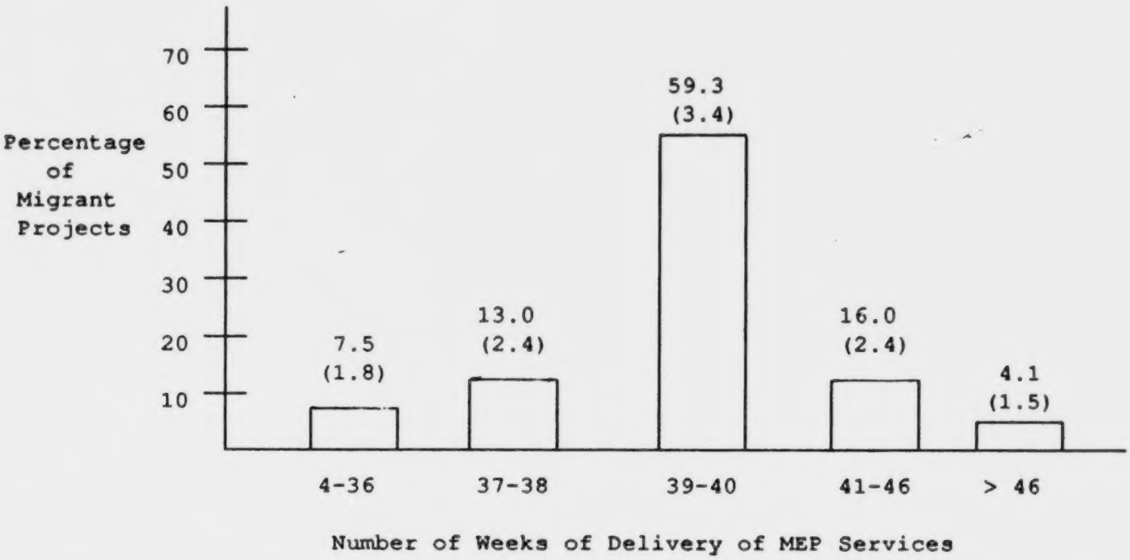
__Source__: Local Project Questionnaire (Regular) Item 14.

__Notes__: Standard errors are shown in parentheses.

Mean = 4.1 (0.3), Median = 3.0.

Exhibit A.29.b

Number of Weeks of Delivery of MEP Services During the 1989-90 Regular School Year

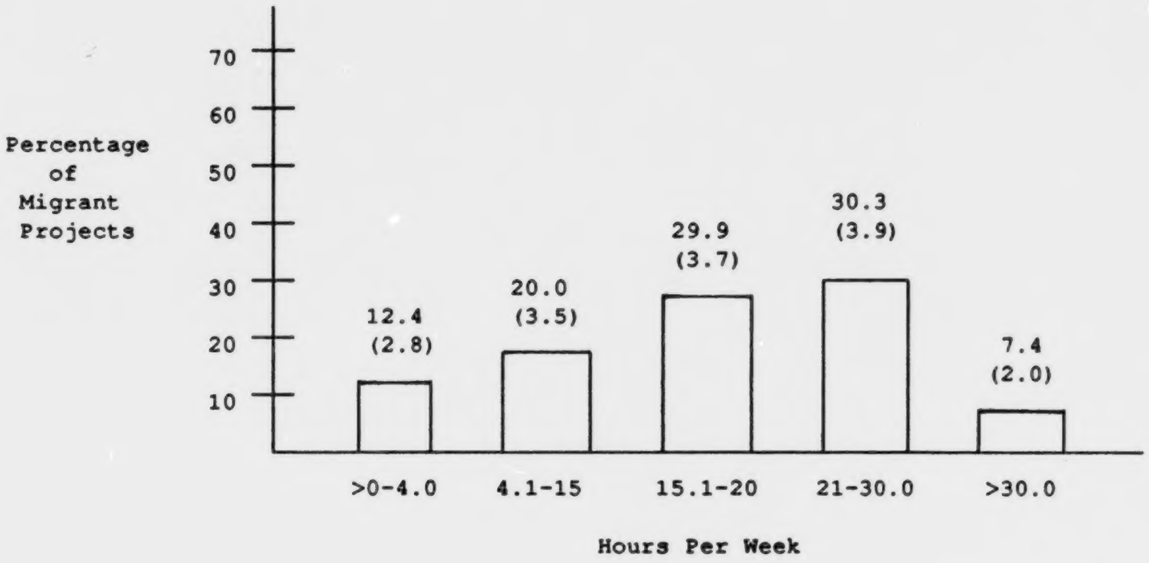


Source: Local Project Questionnaire (Regular) Item 9.b.
Notes: Standard errors are shown in parentheses.

Mean migrant project length = 39.4 (0.3) weeks, Median = 40 weeks.

Exhibit A.30.a

For Those Summer-Term Students Who Received Migrant-Funded Instruction, Hours Per Week of Instruction Received



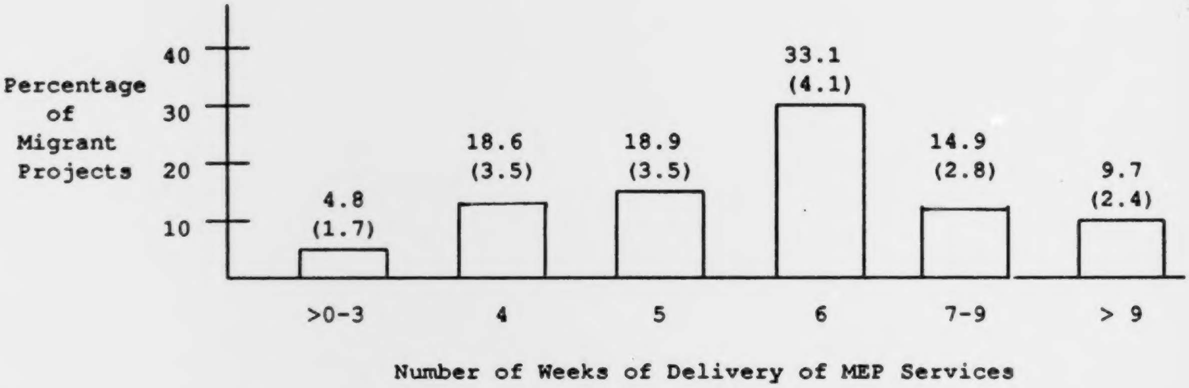
Source: Local Project Questionnaire (Summer) Item 9.

Notes: Standard errors are shown in parentheses.

Mean = 19.0 (0.8), Median = 20.0.

Exhibit A.30.b

Number of Weeks of Delivery of MEP Services During the 1990 Summer Term



Source: Local Project Questionnaire (Summer) Item 4.

Notes: Standard errors are shown in parentheses.

Mean migrant project length = 6.1 (0.2) weeks, Median = 6.0 weeks.

Exhibit A.31.a

Percentage of Regular School Year Projects Reporting Each Percentage Category of Migrant Students Receiving Services, by Instructional Method

Instructional Method	Percentage Categories of Migrant Students Receiving Services					
	0%	1-25%	26-50%	51-75%	76-99%	100%
Additional Teachers/Aides Assist in Regular Classroom	29.7 (3.2)	22.2 (2.8)	13.4 (2.6)	6.5 (1.5)	11.7 (2.1)	13.3 (2.4)
Students Pulled Out of Regular Classroom for Supplementary Instruction	20.3 (2.6)	18.3 (2.6)	11.9 (2.2)	9.9 (2.0)	19.2 (2.8)	17.3 (2.9)
Students Placed in Special Classes of Predominantly Migrants	84.9 (2.4)	6.2 (1.4)	3.3 (1.5)	0.5 (0.3)	1.1 (0.5)	0.8 (0.7)
Students Receive Instruction During Extended Day, Weekend, or Evening Classes	72.5 (2.7)	14.9 (2.2)	3.8 (1.1)	1.7 (0.7)	1.0 (0.5)	2.9 (1.1)
Other	85.0 (2.2)	4.9 (1.2)	1.7 (0.7)	2.5 (1.1)	0.5 (0.3)	2.2 (0.8)

Source: Local Project Questionnaire (Regular) Item 13.a.

Notes: Percentages on each line total 96.8% rather than 100% since 52 (or 3.2%) of projects reported not offering MEP instruction.

Standard errors are shown in parentheses.

Exhibit A.31.b

Percentage of Summer Term Projects Reporting Each Percentage Category of Migrant Students Receiving Services, by Instructional Method

Instructional Method	Percentage Categories of Migrant Students Receiving Services					
	0%	1-25%	26-50%	51-75%	76-99%	100%
Additional Teachers/Aides Assist in Regular Classroom	47.4 (4.3)	1.4 (0.7)	14.1 (3.2)	2.0 (0.8)	3.1 (1.4)	31.7 (4.2)
Students Pulled Out of Regular Classroom for Supplementary Instruction	76.0 (3.7)	7.4 (2.1)	4.6 (1.7)	1.8 (1.4)	2.6 (1.6)	7.3 (2.4)
Students Placed in Special Classes of Predominantly Migrants	42.2 (4.4)	5.4 (1.9)	3.3 (1.2)	3.9 (1.2)	5.6 (2.0)	39.2 (4.2)
Students Receive Instruction During Extended Day, Weekend, or Evening Classes	80.3 (3.0)	7.9 (1.8)	2.7 (1.2)	1.4 (0.7)	0.6 (0.4)	6.8 (2.1)
Other	99.6 (0.4)	--	--	--	--	--

Source: Local Project Questionnaire (Summer) Item 8.a.

Notes: Percentages on each line total 99.6% rather than 100% since 2 (or 0.4%) of projects reported not offering MEP instruction.

Standard errors are shown in parentheses.

Exhibit A.32.a

Percentage of Regular School Year Projects Having Various Teacher/Aide-to-Migrant Student Ratios When Providing Instruction via Additional Teacher/Aide in Regular Classroom

Ratio of Additional Teacher/ Aide to Students	Percentage of Projects	
1 Teacher/Aide: 1 Migrant Student	1.8	(0.9)
1 Teacher/Aide: 2-3 Migrant Students	19.5	(2.9)
1 Teacher/Aide: 4-6 Migrant Students	18.7	(2.8)
1 Teacher/Aide: 7-15 Migrant Students	12.7	(2.2)
1 Teacher/Aide: 16-25 Migrant Students	6.9	(2.0)
1 Teacher/Aide: More Than 25 Migrant Students	6.0	(1.4)
Not applicable because do not provide MEP instruction through the assignment of an additional teacher or aide in regular classroom	34.4	(3.3)

Source: Local Project Questionnaire (Regular) Item 13.b.

Note: Standard errors are shown in parentheses.

Exhibit A.32.b

Percentage of Regular School Year Projects Having Various Numbers of Students in "Pull-Out" Class

Class Size	Percentage of Projects	
1 Migrant Student	6.1	(1.6)
2-3 Migrant Students	32.2	(3.5)
4-6 Migrant Students	23.3	(2.9)
7-15 Migrant Students	10.0	(1.9)
16-25 migrant students	0.6	(0.6)
More than 25 migrant students	3.4	(1.3)
Not applicable because do not provide MEP instruction through "pull-out" method.	24.3	(2.8)

Source: Local Project Questionnaire (Regular) Item 13.c.

Notes: Standard errors are shown in parentheses.

Data apply only to projects that use the "pull-out" method.

Exhibit A.32.c

Percentage of Summer-Term Projects Having Various Teacher/Aide-to-Migrant Student Ratios When Providing Instruction via Additional Teacher/Aide in Regular Classroom

Ratio of Additional Teacher/ Aide to Students	Percentage of Projects	
1 Teacher/Aide: 1 Migrant Student	--	--
1 Teacher/Aide: 2-3 Migrant Students	3.6	(1.8)
1 Teacher/Aide: 4-6 Migrant Students	3.4	(1.6)
1 Teacher/Aide: 7-15 Migrant Students	15.3	(2.8)
1 Teacher/Aide: 16-25 Migrant Students	12.6	(3.0)
1 Teacher/Aide: More Than 25 Migrant Students	7.9	(2.2)
Not applicable because do not provide MEP instruction through the assignment of an additional teacher or aide in regular classroom	57.2	(4.2)

Source: Local Project Questionnaire (Regular) Item 13.b.

Note: Standard errors are shown in parentheses.

Exhibit A.33.a

Percentage of Regular Term Migrant Students Receiving MEP Instructional Services Via Each Primary Delivery Method, by Instructional Service

	Primary Delivery Method				
Instructional Service	Intact Classroom	Pull-out Class	Aide in Classroom	Extended Day/Week	Other
Reading	22.2 (3.5)	38.4 (3.3)	24.5 (3.1)	14.0 (2.9)	0.9 (0.5)
Other Language Arts	15.1 (3.4)	35.3 (3.4)	28.0 (3.3)	21.3 (4.3)	0.3 (0.1)
Mathematics	15.2 (3.4)	31.6 (3.3)	28.5 (3.4)	22.9 (4.4)	1.7 (0.8)
Science	35.3 (9.3)	11.5 (3.4)	50.0 (9.0)	3.2 (1.5)	--
Social Science	31.8 (9.6)	16.6 (4.2)	50.4 (9.2)	1.2 (0.7)	--
Vocational/Career	44.2 (23.5)	36.5 (16.8)	14.2 (6.6)	5.0 (3.4)	--
Cultural Enrichment	8.3 (3.1)	60.8 (9.5)	10.1 (7.7)	20.8 (7.9)	--
Preschool Training	54.5 (19.5)	--	4.1 (4.3)	--	41.4 (19.2)
Health	--	4.9 (2.9)	95.1 (2.9)	--	--
Basic Skills/Tutoring	14.9 (5.8)	40.8 (13.7)	7.5 (4.1)	4.4 (2.6)	32.4 (19.6)
All Other	76.8 (11.7)	10.5 (5.7)	9.7 (8.3)	2.9 (2.1)	--

Source: Basic Student Form Item 18.

Notes: The tabled values for each instructional services category apply only to those students who received that service.

Standard errors are shown in parentheses.

Exhibit A.33.b

Percentage of Summer Term Migrant Students Receiving MEP Instructional Services Via Each Primary Delivery Method, by Instructional Service

	Primary Delivery Method				
Instructional Service	Intact Classroom	Pull-out Class	Aide in Classroom	Extended Day/Week	Other
Reading	89.7 (1.1)	1.1 (0.3)	0.2 (0.2)	0.1 (0.1)	8.9 (1.0)
Other Language Arts	88.4 (1.2)	1.2 (0.4)	0.6 (0.2)	0.2 (0.1)	9.6 (1.1)
Mathematics	90.9 (1.1)	0.1 (0.1)	0.2 (0.2)	0.1 (0.1)	8.7 (1.0)
Science	75.3 (4.1)	--	--	--	24.7 (4.1)
Social Science	72.6 (4.6)	--	--	--	27.4 (4.6)
Vocational/Career	67.8 (5.2)	--	--	--	32.2 (5.2)
Cultural Enrichment	88.5 (1.4)	3.1 (0.6)	0.4 (0.1)	0.3 (0.2)	7.6 (1.1
Preschool Training	89.2 (2.9)	--	--	--	10.8 (2.9)
Health	85.7 (3.3)	0.2 (0.2)	--	--	14.1 (3.3)
Basic Skills/Tutoring	82.8 (3.3)	3.8 (2.2)	--	--	13.4 (2.5)
All Other	98.9 (0.5)	--	--	--	1.1 (0.5)

Source: Basic Student Form Item 18.

Notes: The tabled values for each instructional services category apply only to those students who received that service.

Standard errors are shown in parentheses.

Exhibit A.34.a

Mean Teacher/Aide-to-Pupil Ratios for Each Combination of Regular School Year MEP Instructional Services and Primary Delivery Methods

Instructional Service	Primary Delivery Method Intact Classroom	Pull-out Class	Aide in Classroom	Extended Day/Week	Other
Reading	14.5 (1.07)	4.6 (0.3)	8.5 (1.1)	16.3 (1.0)	1.3 (0.2)
Other Language Arts	13.6 (1.7)	4.7 (0.4)	7.8 (0.7)	17.1 (1.4)	4.2 (0.4)
Mathematics	10.4 (1.3)	3.4 (0.4)	6.7 (0.6)	15.5 (1.2)	5.6 (3.3)
Science	16.3 (1.4)	2.0 (0.3)	9.2 (0.5)	8.3 (0.9)	--
Social Science	17.5 (1.2)	2.6 (0.4)	10.0 (0.6)	5.6 (2.5)	--
Vocational/Career	4.4 (0.5)	1.5 (0.3)	10.2 (0.2)	1.0 (0.0)	--
Cultural Enrichment	7.1 (2.6)	5.3 (0.9)	15.4 (1.8)	13.9 (1.0)	--
Preschool Training	6.7 (0.7)	--	1.0 (0.0)	--	4.7 (3.0)
Health	--	2.4 (0.6)	9.8 (0.3)	--	--
Basic Skills/Tutoring	13.8 (1.2)	2.0 (0.2)	3.2 (1.0)	3.6 (0.7)	1.3 (0.3)
All Other	22.9 (2.0)	5.1 (2.0)	9.1 (2.4)	9.8 (4.3)	--

Source: Basic Student Form Items 17 and 18.

Notes: The tabled values for each instructional services category apply only to those students who received that service.

The tabled values represent the numbers of students for each teacher and/or aide.

Standard errors are shown in parentheses.

Exhibit A.34.b

Mean Teacher/Aide-to-Pupil Ratios for Each Combination of Summer Term MEP Instructional Services and Primary Delivery Methods

	Primary Delivery Method				
Instructional Service	Intact Classroom	Pull-out Class	Aide in Classroom	Extended Day/Week	Other
Reading	14.3 (0.7)	14.1 (1.3)	9.7 (0.3)	8.0 (0.0)	2.0 (0.2)
Other Language Arts	14.0 (0.7)	17.8 (0.8)	7.6 (0.8)	8.0 (0.0)	2.3 (0.2)
Mathematics	14.7 (0.7)	9.0 (0.0)	10.0 (0.0)	8.0 (0.0)	2.0 (0.2)
Science	17.3 (1.3)	--	--	--	12.3 (1.0)
Social Science	15.1 (1.6)	--	--	--	13.6 (0.9)
Vocational/Career	15.7 (1.2)	--	--	--	13.9 (1.0)
Cultural Enrichment	14.9 (0.7)	22.6 (1.5)	5.7 (0.4)	10.3 (0.3)	6.6 (0.5)
Preschool Training	10.1 (0.7)	--	--	--	1.9 (0.2)
Health	13.5 (1.3)	18.0 (0.0)	--	--	9.8 (0.6)
Basic Skills/Tutoring	13.1 (1.1)	4.0 (0.0)	--	--	7.6 (0.5)
All Other	14.5 (0.9)	--	--	--	10.0 (0.0)

Source: Basic Student Form Items 17 and 18.

Notes: The tabled values for each instructional services category apply only to those students who received that service.

The tabled values represent the numbers of students for each teacher and/or aide.

Standard errors are shown in parentheses.

Exhibit A.35

Percentage of Migrant Students Provided with Services Other Than MEP, by Stream and Service Provider

Other Service Provider	Percentage of Students: Western States		Central States		Eastern States	
Title VII (Bilingual)	5.9	(1.3)	7.8	(1.5)	0.1	(0.1)
Chapter 1 (Other Than Migrant)	23.1	(2.4)	15.6	(1.8)	6.8	(0.9)
Special Education (for Handicapped)	1.9	(0.4)	8.8	(2.4)	5.1	(0.9)
Gifted/Talented Program	0.2	(0.1)	0.4	(0.3)	1.0	(0.3)
Head Start	0.2	(0.0)	0.3	(0.3)	0.0	(0.0)
Migrant Health Centers	0.1	(0.0)	10.3	(3.0)	2.1	(0.9)
HEP/CAMP	--		2.7	(0.5)	--	
Private or Community Organizations	0.4	(0.2)	1.5	(0.3)	1.0	(0.5)
Other	4.6	(0.6)	6.6	(1.0)	0.1	(0.1)

Source: Basic Student Form Item 23.

Note: Standard errors are shown in parentheses.

Exhibit A.36.a

Percentage of Migrant Students Receiving Compensatory Instructional Services Other Than MEP

Non-MEP Compensatory Instructional Service	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
Federally-Funded Bilingual	6.3	(1.0)	4.3	(0.6)
State or Locally-Funded Bilingual	12.2	(1.8)	0.1	(0.0)
Other Federally-Funded Instruction in Reading Language Arts	8.8	(1.2)	0.5	(0.1)
Other State or Local Funded Instruction in Reading/Language Arts	8.3	(1.4)	1.1	(0.2)
Other Federally-Funded Instruction in Mathematics	4.1	(1.0)	0.5	(0.1)
Other State or Local Funded Instruction in Mathematics	3.7	(0.8)	0.3	(0.1)
Any of the Above	29.4	(2.1)	5.9	(0.6)

Source: Basic Student Form Item 21.

Note: Standard errors are in parentheses.

Exhibit A.36.b

Mean Hours Per Week That Regular School Year Migrant Students Received Compensatory Instructional Services, Other Than MEP, by Instructional Service Category

Other Service Provider	Currently Migratory	Formerly Migratory
Federally-Funded Bilingual	10.0 (2.2)	6.6 (1.4)
State or Locally-Funded Bilingual	9.9 (2.1)	6.8 (1.6)
Other Federally-Funded Instruction in Reading Language Arts	3.8 (0.5)	4.9 (0.6)
Other State or Local Funded Instruction in Reading/ Language Arts	4.5 (0.4)	5.4 (0.6)
Other Federally-Funded Instruction in Mathematics	4.1 (0.5)	3.9 (1.0)
Other State or Local Funded Instruction in Mathematics	2.7 (0.6)	2.8 (0.4)
Any of the Above	9.6 (1.2)	8.5 (0.8)

Source: Basic Student Form Item 21.

Notes: The tabled values for each instructional services category apply only to those students who received that service.

The mean number of weeks per year of other instructional services was approximately 36 weeks for the regular school year and 6 weeks for the summer term.

Data for summer-term students are not shown because the number receiving these services were quite small.

Standard errors are in parentheses.

Exhibit A.36.c

Percentage of Migrant Student Receiving Support Services Other Than MEP, by Type of Service

	Percentage of Regular School		Percentage of Summer-Term	
Medical Screening or Treatment	51.4	(2.1)	2.4	(0.3)
Dental Screening or Treatment	34.0	(2.3)	2.0	(0.3)
Meals	41.6	(1.9)	14.3	(1.2)
Clothing	7.7	(1.5)	0.7	(0.1)
Transportation	42.2	(2.1)	2.7	(0.4)
Home-school Liaison	20.2	(2.2)	0.5	(0.1)
Day Care	3.3	(1.1)	--	
Guidance or Counseling	50.9	(2.1)	--	
Vision/Hearing Screening	1.5	(0.3)	--	
Other	1.2	(0.4)	0.5	(0.1)
Any of the Above	70.6	(1.8)	18.4	(1.3)

Source: Basic Student Form Item 22.

Note: Standard errors are in parentheses.

Exhibit A.37

Percentage of Migrant Students Who Did Not Receive Regular Chapter 1, by Grade-Level Category and Reasons Why They Did Not Receive the Service

Reasons for Not Receiving Regular Chapter 1 Services	Grade-Level Category			
	Pre-K	K-6	7-9	10-12
Not eligible/test scores too high	--	33.0 (2.8)	24.4 (4.0)	38.8 (7.4)
Not eligible/not recommended by teacher	1.3 (1.3)	14.3 (2.5)	6.4 (1.8)	1.4 (0.7)
Not offered in student's school	9.4 (5.6)	10.8 (1.7)	48.9 (4.9)	36.2 (5.5)
Not offered at student's grade level	89.3 (5.7)	17.8 (2.9)	3.8 (0.9)	9.0 (2.2)
Enrolled in MEP	--	9.3 (1.1)	6.8 (1.5)	9.6 (2.4)
Enrolled in program for LEP	--	2.9 (1.1)	0.8 (0.4)	0.8 (0.5)
Enrolled in Special Education	--	5.4 (1.3)	2.7 (0.7)	3.0 (1.1)
Enrolled in regular school program	--	3.4 (1.1)	0.1 (0.1)	1.0 (0.5)
Missed test/short enrollment/class full	--	2.1 (1.2)	0.2 (0.1)	--
Behavioral problem/parent or student refusal	--	0.9 (0.4)	6.1 (4.0)	0.4 (2.9)

Source: Follow-up study of why some migrant students did not receive Regular Chapter 1 services.

Note: Standard errors are in parentheses.

Exhibit A.38

Number and Percentage of State Migrant Education Programs Reporting State-Level Projects, by Type of Service Offered (N = 51)

	States	
Service	N	%
Not Applicable Because No State-Level Projects Funded	33	64.7
Inservice Training	16	31.4
Operation of MSRTS	13	25.5
Identification/Recruitment Services	13	25.5
Technical Assistance to Local Projects	11	21.6
Direct Support Services to Migrant Students	9	17.6
Direct Instructional Services to Migrant Students	9	17.6
Other	6	11.8

Source: State Program Questionnaire Item 4.

Multiple responses were possible.

Exhibit A.39

Mean Number of Hours of MEP Instructional Services Received by Migrant Students, by Number of "Needs"

	Mean Number of Hours of MEP Instruction			
Number of "Needs"	Regular School Year Students		Summer-Term Students	
0	0.9	(0.3)	2.3	(0.5)
1	3.3	(0.7)	16.3	(0.8)
2	2.6	(0.3)	17.7	(0.7)
3	4.0	(0.7)	18.1	(1.1)
4	2.9	(0.5)	17.7	(1.1)
5 or more	3.0	(0.4)	17.0	(0.8)

Source: Basic Student Form Items 1, 5, 6, 7, 9, 10, 11, 15, 16, and 17.

Note: Standard errors are in parentheses.

Exhibit A.40.a

Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding at What Grade Level a Migrant Student Should be Placed

Category of How Information is Obtained	Regular School Year Projects		Summer-Term Projects	
The Same As For Nonmigrant Students	10.2	(3.2)	1.2	(1.2)
Place in Age-Appropriate Grade	18.3	(5.0)	13.6	(4.6)
School Records From Prior School	66.2	(5.6)	44.7	(7.1)
Needs Assessment	14.2	(3.3)	35.0	(6.8)
MSRTS Records	16.1	(3.8)	35.1	(6.7)
Information From Parents Or Student	40.4	(5.9)	48.3	(7.3)

Source: Site Observation Record Form (Regular) Item I.12.a.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.40.b

Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding What, If Any, Compensatory Services the Migrant Student Needs

Category of How Information is Obtained	Regular School Year Projects		Summer-Term Projects	
The Same As For Nonmigrant Students	8.4	(3.0)	9.1	(4.1)
Language Proficiency	3.1	(1.5)	2.3	(1.6)
School Records From Prior School	32.8	(5.2)	29.6	(6.5)
Needs Assessment	67.1	(5.1)	62.9	(7.0)
MSRTS Records	10.3	(3.2)	22.3	(5.7)
Information From Parents Or Student	18.9	(4.3)	22.0	(6.3)

Source: Site Observation Record Form (Regular) Item I.12.b.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.40.c

Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding What Instruction the Migrant Student Received at His/Her Last School

Category of How Information is Obtained	Regular School Year Projects		Summer-Term Projects	
The Same As For Nonmigrant Students	3.8	(2.2)	2.1	(1.5)
School Records From Prior School	81.9	(4.1)	56.4	(7.3)
MSRTS Records	27.6	(5.3)	30.8	(6.1)
Information From Parents Or Student	19.8	(5.1)	28.4	(7.0)
Other	--		13.2	(4.9)

Source: Site Observation Record Form (Regular) Item I.12.c.

Notes: Standard errors are in parentheses.

Multiple responses were possible.

Exhibit A.40.d

Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding What, If Any, Health and Other Support Services the Migrant Student Needs

Category of How Information is Obtained	Regular School Year Projects		Summer-Term Projects	
The Same As For Nonmigrant Students	6.8	(2.7)	1.1	(1.1)
School Records From Prior School	28.9	(5.4)	15.9	(4.1)
Screening By School Nurse	41.2	(5.7)	32.9	(6.8)
MSRTS Records	18.8	(4.6)	42.6	(7.1)
Information From Parents Or Student	38.5	(6.1)	28.8	(6.8)
Other	5.2	(2.6)	12.7	(5.1)

Source: Site Observation Record Form (Regular) Item I.12.d.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.40.e

Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding What Health and Other Support Services the Migrant Student Received at His/Her Last School

Category of How Information is Obtained	Regular School Year Projects		Summer-Term Projects	
The Same As For Nonmigrant Students	8.3	(3.1)	--	
School Records From Prior School	65.8	(5.5)	43.3	(7.2)
MSRTS Records	38.2	(5.5)	52.3	(7.4)
Information From Parents Or Student	20.2	(5.3)	29.8	(7.1)
Other	2.5	(1.4)	7.9	(4.0)

Source: Site Observation Record Form (Regular) Item I.12.e.

Notes: Standard errors are in parentheses.

Multiple responses were possible.

Exhibit A.40.f

Percentage of Projects, by How School or Project Personnel Obtain Needed Information Regarding, For An Older Migrant Student, What Credits Toward Graduation He/She Needs to Earn

Category of How Information is Obtained	Regular School Year Projects		Summer-Term Projects	
The Same As For Nonmigrant Students	12.8	(4.3)	--	
School Records From Prior School	64.6	(5.8)	29.8	(7.0)
MSRTS Records	14.9	(3.9)	18.6	(5.7)
Other	5.5	(2.3)	41.7	(7.3)
Not Applicable Because Elementary School District	12.9	(4.1)	15.5	(4.6)

Source: Site Observation Record Form (Regular) Item I.12.f.

Note: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.41

Percentage of Projects, by How School or Project Personnel Provide Information About Students to Receiving School District or Projects

How School or Project Personnel Provide Information to Receiving School Districts/Projects	Percentage of Regular School Year Projects	Percentage of Summer-Term Projects
Mail or Telephone Information Upon Request From Receiving School	64.0 (5.4)	39.2 (7.2)
FAX Information Upon Request From Receiving School	2.3 (1.7)	1.2 (1.2)
Send Records With Parents	15.8 (3.4)	22.6 (6.2)
Enter Data Into MSRTS	43.1 (5.9)	42.1 (7.1)
Other	6.8 (3.1)	17.7 (5.5)
Don't Know	1.5 (1.5)	4.6 (3.5)

Source: Site Observation Record Form (Regular) Item I.14.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.42

Additional Information Provided by Projects Regarding MSRTS Terminal Availability or Information Turn-Around Time

Additional Information Provided by Projects	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Need a Terminal	12.0	(4.5)	13.5	(6.2)
Information Often is Incomplete	5.0	(2.9)	16.6	(7.6)
Now Receive Information in a Timely Manner	16.5	(8.3)	6.8	(4.6)
Takes too Long to Get Information	15.3	(5.7)	11.4	(5.6)
Our MSRTS Staff is Overworked	--		--	
Other	14.8	(7.0)	48.2	(10.0)
No Additional Information	31.3	(9.7)	3.5	(3.4)

Source: Site Observation Record Form (Regular) Item I.16.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.43

Percentage of Migrant Projects, by Uses of MSRTS Data for Purposes Other Than As A Source of Information for Determining the Needs of Individual Students

Other Uses of MSRTS	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
To Determine Amount of Funding from State	2.9	(1.5)	4.5	(3.5)
To Assist with Program Planning	8.2	(2.9)	6.2	(2.6)
To Identify Where Students Come From	8.0	(4.0)	4.0	(3.1)
Other	1.5	(1.1)	14.1	(4.8)
No Response	1.5	(1.5)	3.4	(3.4)
Not Applicable Because Had No Other Use	77.9	(5.1)	67.7	(6.9)

Source: Site Observation Record Form Item I.17.

Note: Standard errors are shown in parentheses.

Exhibit A.44

Percentage of Migrant Projects, by Extent to Which Current Method of Communicating with Sending School Districts or Projects is Considered Adequate

Adequacy of Method	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
1 = Not at all adequate	--	--	--	--
2	9.9	(2.9)	8.6	(3.3)
3	23.9	(5.6)	28.3	(6.8)
4	40.3	(6.1)	35.0	(7.0)
5 = Completely adequate	25.9	(4.9)	28.2	(6.9)

Source: Site Observation Record Form (Regular) Item I.13.a.

Note: Standard errors are shown in parentheses.

Exhibit A.45.a

Percentage of Projects, by How Current Methods of Communicating with Sending School Districts or Projects is Considered Inadequate

How Current Method Is Inadequate	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Prior School is Too Slow in Responding	22.1	(6.7)	14.4	(4.5)
Prior School is Unwilling to Send	11.7	(4.2)	11.3	(5.6)
Takes Too Long to Get Needed Information	50.0	(6.9)	20.6	(7.0)
MSRTS Records Are Incomplete	4.3	(2.1)	20.3	(7.1)
Other	24.5	(5.5)	18.1	(6.1)
Don't Know (or no response)	5.1	(3.0)	15.4	(6.9)

Source: Site Observation Record Form (Regular) Item I.13.b.

Notes: Standard errors are shown in parentheses.

Multiple Responses were possible. Percentages represent only those projects that indicated (see Exhibit IV.30.a) that current method of communications was less than "completely adequate."

Exhibit A.45.b

Percentage of Migrant Projects, by How Communications with Sending School Districts or Projects Might be Improved

How Communications Might be Improved	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Improve Our Procedure for Obtaining Records from the Prior School	23.0	(5.6)	7.4	(2.8)
Use FAX	14.6	(4.6)	2.2	(1.6)
Get an MSRTS Terminal	5.6	(2.6)	8.6	(4.6)
Provide More/Better-Trained Staff	6.9	(2.7)	4.6	(2.3)
A Quicker Way to Get Information	12.8	(4.5)	9.8	(4.2)
Other	3.9	(2.0)	25.3	(6.6)
Don't Know (or no response)	21.0	(4.7)	23.3	(6.7)

Source: Site Observation Record Form (Regular) Item I.13.c.

Notes: Standard errors are shown in parentheses.

Multiple Responses were possible.

Exhibit A.46.a

Percentage of Projects, by Extent to Which Current Method of Communicating with Receiving School Districts or Projects is Considered Adequate

Adequacy of Method	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
1 = Not at all adequate	1.9	(1.4)	--	
2	6.1	(3.3)	1.9	(1.9)
3	21.6	(5.9)	9.8	(3.2)
4	26.4	(4.7)	40.8	(7.2)
5 = Completely adequate	43.9	(5.8)	47.4	(7.1)

Source: Site Observation Record Form Item I.15.a.

Note: Standard errors are shown in parentheses.

Exhibit A.46.b

Percentage of Migrant Projects, by How Current Method of Communicating with Receiving School Districts or Projects is Considered Inadequate

Category of How Information is Obtained	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Our Project/School Is Too Slow In Responding	9.5	(4.0)	17.7	(8.2)
Our Project/School Is Unwilling To Send	4.7	(2.8)	--	
Takes Too Long To Send Information	22.5	(7.0)	6.6	(3.7)
Our MSRTS Entries Are Incomplete	1.9	(1.9)	2.3	(2.3)
Don't Have An MSRTS Terminal	2.8	(2.0)	--	
Don't Know When Student Is Leaving Or Where Going	23.6	(6.3)	10.9	(6.9)
Other	26.9	(8.7)	19.3	(7.6)
Don't Know (or no response)	12.3	(4.8)	43.2	(10.2)

Source: Site Observation Record Form Item I.15.b.

Note: Standard errors are shown in parentheses.

Exhibit A.46.c

How Communications with Receiving School Districts or Projects Might Be Improved

How Communications Might Be Improved	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
There Is No Need for Improvement	11.3	(4.2)	4.6	(3.6)
Improve Our Procedure for Responding To Requests From Receiving Schools	10.0	(3.8)	22.0	(6.4)
Use FAX	8.4	(2.8)	8.2	(4.9)
Get An MSRTS Terminal	4.0	(2.2)	--	
A Quicker Way to Send Information	9.6	(4.5)	2.3	(1.6)
Provide More/Better-Trained Staff	12.8	(4.5)	2.2	(1.5)
Other	7.9	(2.7)	12.2	(5.1)
Don't Know (or no response)	36.0	(9.0)	48.5	(10.4)

Source: Site Observation Record Form Item I.15.c.

Note: Standard errors are shown in parentheses.

Exhibit A.47

Additional Program or Departmental Responsibilities of State Directors of Migrant Education. (N = 51)

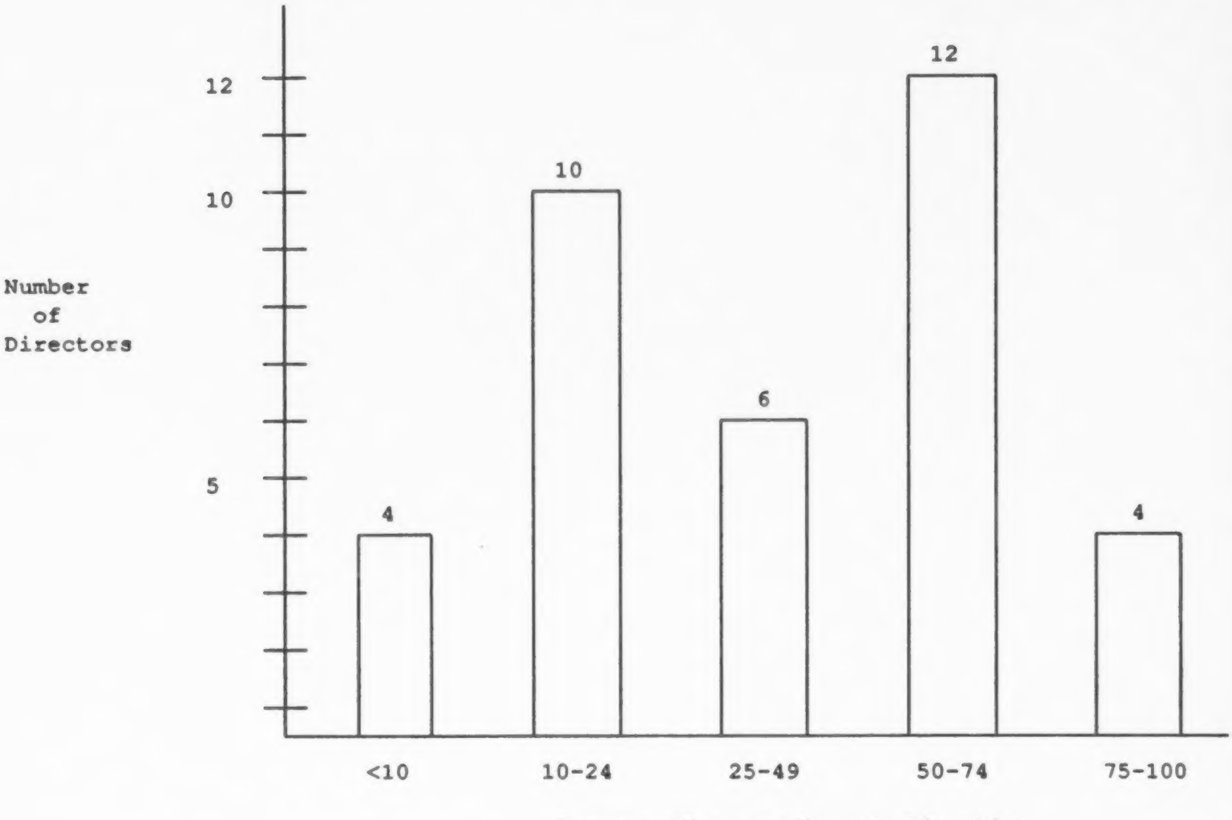
Additional Responsibility	States N	 %
No Additional Responsibility (Migrant Director Only)	15	29.4
Director of Chapter 1 Programs	16	31.4
Consultant/Assistant Director of Regional or Local Chapter 1 Regular Programs	11	21.6
Coordinator for Homeless/Refugee Youth Programs	10	19.6
Director of Title VII Programs	9	17.6
Director of State Compensatory/ Bilingual Programs	8	15.7
Other	4	7.8

Source: State Program Questionnaire Items 1.a and 1.b.(1).

Multiple responses were possible.

Exhibit A.48

For State Migrant Education Directors with Additional Responsibilities (N = 36), the Approximate Time During Typical Week Spent on Migrant Education



Source: State Program Questionnaire Item 1.b.(2).

Note: Mean percentage of time = 37.2; Median = 40.

Exhibit A.49

Mean Full-Time Equivalencies (FTE's) of Positions in State Migrant Education Program, by Number of States Reporting Each Position (N = 50)

		FTE Positions	
Position	States	Mean	Total
Assistant Director	10	0.74	7.4
Program Consultant	17	1.66	28.2
Educational Specialist	23	1.21	27.8
Health Specialist	2	1.00	2.0
Evaluation Specialist	18	0.29	5.2
MSRTS Coordinator	14	0.72	10.1
MSRTS Terminal Operator	28	1.11	31.1
Regional Coordinator	3	2.37	7.1
Migrant Recruiter	13	2.02	26.3
Secretary or Clerk	38	1.48	56.2
Financial/Fiscal Specialist or Accountant	9	1.64	14.8
Program Manager/Administrator/ Supervisor	11	0.80	8.8
Teacher/Tutor/Aide	4	37.15	148.6
Other	7	10.36	72.5

Source: State Program Questionnaire Item 2.

Exhibit A.50

Percentage of Projects Receiving Various Types of Assistance From Their State Department of Education

Types of Assistance	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Preparing MEP program application	71.2	(3.3)	76.0	(3.6)
Preparing annual MEP report	53.8	(3.5)	47.8	(4.3)
Identifying/recruiting migrant students	72.8	(3.3)	73.1	(3.9)
Planning or conducting needs assessment	57.6	(3.5)	53.8	(4.3)
Planning instructional services	53.5	(3.5)	60.4	(4.2)
Planning support services	43.3	(3.3)	40.3	(4.1)
Hiring/staffing	13.9	(2.1)	20.3	(3.4)
Providing inservice training	87.2	(2.3)	85.8	(2.8)
Fiscal planning	39.2	(3.2)	55.9	(4.0)
Monitoring/Evaluating	2.3	(1.0)	1.2	(0.6)
Parental Involvement	2.6	(0.9)	0.4	(0.4)
Coordination with other projects	0.8	(0.5)	2.4	(1.5)
All other	10.7	(2.0)	0.7	(0.5)

Source: Local Project Questionnaire (Regular) Item 19 and (Summer) Item 14.

Notes: Percentages total to more than 100% since multiple changes were suggested by some projects.

Standard errors are shown in parentheses.

Exhibit A.51

Percentage of Projects Reporting Extent to Which Their Technical Assistance Needs Were Met

Types of Assistance	Percentage of Regular School Year Projects		Percentage of Summer-Term Year Projects	
1 = Not at all met	1.2	(0.8)	0.4	(0.4)
2 =	4.1	(1.1)	11.2	(2.9)
3 =	9.5	(2.0)	12.4	(2.9)
4 =	20.5	(2.8)	20.7	(3.6)
5 = Completely met	64.8	(3.3)	55.3	(4.3)

Source: Local Project Questionnaire (Regular) Item 20.a, and (Summer) Item 15.a.

Note: Standard errors are shown in parentheses.

Exhibit A.52

Percentage of Projects Reporting Various Types of Unmet Technical Assistance Needs

Types of Unmet Technical Assistance Need	Percentage of Regular School Year Projects		Percentage of Summer-Term Year Projects	
More or Better Training for Specific Program Activities	5.3	(1.7)	11.4	(2.8)
More or Better Assistance with Specific Program Activities	9.4	(1.8)	15.9	(3.1)
More or Better General Support	14.3	(2.2)	13.0	(3.1)
Additional Resources	7.6	(2.1)	6.6	(2.1)
Not Applicable Because Needs were Completely Met	64.8	(3.3)	55.3	(4.2)

Source: Local Project Questionnaire (Regular) Item 20.b, and (Summer) Item 15.b.

Notes: Percentages total to more than 100% since there were multiple types of umet needs for some projects.

Standard errors are shown in parentheses.

Exhibit A.53

Procedures Used by State Migrant Education Programs to Ensure Legislative and Regulatory Compliance (N = 51)

Procedure	States	
	N	%
Project Monitoring	43	84.3
Workshops/Inservice/Technical Assistance/ Discussions Explain Requirements	28	54.9
Grant Application Describes Compliance/ Contains Signed Assurances	15	29.4
Project Auditing	7	13.7
Distributes Handbook Explaining Requirements	7	13.7
Projects Submit Performance/Evaluation Reports	5	9.8
Not Applicable--State, Region, or Single Project Provides All Local Services	1	2.0
Other	2	3.9

Source: State Program Questionnaire Item 12.

Note: The above were open-ended responses; thus, a state's nonresponse to a particular procedure does not necessarily mean that the procedure was not used.

Multiple responses were possible.

Exhibit A.54.a
State-Level Suggestions for Changes at the Federal Level to Make MEP More Effective (N = 51)

---

1. Make Changes in Funding Formula (N = 17)

   a. Provide More/Weighted Funding for Priority Groups (N = 7)
   Examples of responses are:

   Change funding formula so current migratory generate more dollars
   Weight funding formula to provide more funds for preschool and ages 18-21
   Revise funding formula to provide more funds for priority groups
   Increase funding for currently migratory children
   Dollars generated by formerly migratory are used to serve currently migratory. This has a negative effect on recruitment of the former. Formerly migratory should have 3-year eligibility and same priority.

   b. Provide More Equitable Distribution of Funds Among States (N = 5)
   Examples of responses are:

   Current funding formula needs changing; current practice tends to make richer states richer
   Modify funding formula to provide more equitable funding among states
   Adjust funding formula to give more consideration to needs of receiving states

   c. Provide More Funding/Improved Formula for Summer Programs (N = 5)
   Examples of responses are:

   Proposed 2-tier summer school funding would be an improvement
   Improve summer funding formula
   Increase funding for summer programs

   d. Make Other Modifications to Funding Formula (N = 7)
   Examples of responses are:

   Needs to ensure more equitable funding for states
   Basing funding on FTEs results in "phantom" FTEs being created
   Level of funding needs to be more stable from year to year
   Provide more funding for support services

2. Increase/Provide Full Funding (N = 12)
   Examples of responses are:

   Increase funding
   Need full funding -- dollars are not available for minimal services
   Insufficient MEP funds for administration of the program
   Results of full funding could be incredible

Exhibit A.54.a, continued

3. Make Changes in Rules/Regulations/Application Process (N = 13)
   Examples of responses are:

   There is an awkward statutory interface between MEP and regular Chapter 1
   Need to base requirements less on regular Chapter 1 regulations and more on MEP-specific regulations
   Need to view sending and receiving states differently for some requirements (e.g., testing requirements)

   Remove requirement for state parent advisory committee; regular Chapter 1 does not have such a requirement
   Reduce federal regulation/less paperwork on eligibility requirement
   Need less federal restrictions/less burdensome application process

4. Meet Needs for Guidelines/Technical Assistance (N = 14)
   Example of responses are:

   Need a more consistent application of policies/standards by ED
   Need more clearly defined program goals/national policy on MEP
   Need more direction and leadership
   Need clarification of definition of "qualifying move"
   Need a national policy manual to clarify issues such as eligibility criteria/staff use/coordination
   Statutes/rules/regulations should include clear examples
   ED needs staff development to improve presentations and in adult learning styles
   Need periodic regional meetings with ED and TAC jointly
   More technical assistance with evaluation/needs assessment/use of MSRTS data

5. Make Changes Regarding Eligibility/Priority for Services (N = 8)
   Examples of responses are:

   Place less emphasis on currently migratory
   Increase scope of program to include all children with disrupted education and mobile lifestyle
   Reduce number of years of eligibility for formerly migratory
   Current eligibility requirement creates problems by not allowing many eligibles to be served
   Should expand programs such as PASS program
   Should make definition of eligible migrant uniform for all federal programs
   SEAs should be required to provide service to pre-K through 12; too many states do not address secondary-level needs

6. Make Changes in MSRTS (N =7)

   Reduce MSRTS data entry requirements; require only data that are cost effective to the program operation; terminate much of the health data entry requirements
   The level of participation in MSRTS should be mandated
   The effectiveness of MSRTS to local projects should be reviewed
   MSRTS should be used to enhance evaluation, credit accrual, and recruitment
   MSRTS should be used as a management and research tool
   ED should work more closely with MSRTS for national evaluation data
   The accuracy of MSRTS data should be improved

Exhibit A.54.a, continued

7. Provide Improved Coordination at Various Levels and Among Programs (N = 6)
Examples of responses are:

Need closer coordination between MEP and bilingual education
ED should require coordination of all programs serving migrant children; they should not put the burden on MEP only
Need more aggressive interstate coordination, more leadership from national office, and more control at state level
ED should require MEP Headstart to develop state service plans that avoid gaps in service

8. Help Meet Evaluation Needs (N = 4)

Evaluation measures other than achievement are needed
Evaluation should be based on other than student performance
Should use quality and quantity measures to evaluate projects
Present evaluations are irrelevant to actual operations; focus should be redirected toward an improvement model

9. Help Meet Other Operational Requirements/Needs (N = 7)
Examples of responses are:

ED should set ceiling for program administrative costs; MEP should have own allocation and not have to depend on regular Chapter 1 allocation
There should be more flexibility in using program funds to administer program at SEA level
ED should consider a national curriculum
Should develop a migrant teacher corps that travels with migrant children

10. No Changes Suggested (N = 7)

Source: State Program Questionnaire Item 17.

Multiple responses were possible.

Exhibit A.54.b
State-Level Suggestions Regarding Federal Initiatives That Are Particularly Effective (N = 49)

---

1. Continue Coordination among Various Levels and Programs (N = 13)

    a. Continue Interstate Coordination (N = 7)
    Examples of responses are:

    Continue interstate coordination projects
    Focus on interstate coordination is critical
    Continue setaside for MSRTS/interstate coordination
    Continue emphasis on interstate activities

    b. Continue Coordination with States (N = 2)
    Examples of responses are:

    Continue annual meetings hosted by OME
    OME should continue seeking input on policies and procedures
    Continue OME consultation with states

    c. Continue Other Coordination Activities (N = 6)
    Examples of responses are:

    Continue coordination between OME and NASDME
    1203 projects are encouraging coordination
    Continue coordination and resource sharing

2. Continue to Provide Guidelines/Technical Assistance (N = 8)

    a. Maintain Program Development Centers (N = 6)
    Examples of responses are:

    Maintain Program Development Center efforts and activities
    Expand role and function of technical assistance centers

    b. Provide Guidelines/Manuals/Inservice (N = 3)
    Examples of responses are:

    Nonregulatory guidelines/manuals are effective
    Program directives and interpretations have been good
    Inservices on state plans were valuable

3. Continue MSRTS Operation (N = 7)

    Continue MSRTS data bank services and operation
    Continue national database for information on migrant children
    MSRTS is effective and should not be changed
    Continue MSRTS
    MSRTS makes MEP a national model for providing educational continuity
    MSRTS should stay in Little Rock
    MSRTS should never be replaced

Exhibit A.54.b, continued

4. Continue Current Preschool, Secondary Credit Accrual, Health and Dropout Programs (N = 6)

   Keep emphasis of secondary credit accrual
   Continue Even Start
   Continue emphasis of early childhood education
   Continue preschool and secondary credit accrual programs
   Continue provision for health services
   Continue emphasis on reaching the older dropout student

5. Continue Current Program Structure/Administration (N = 6)

   Maintain MEP as categorical program
   Keep MEP separate from state grant programs
   Continue initiative recognition program
   Keep MEP a separate program to supplement education for migrant children
   Maintain SEA administration of MEP
   Continue to permit MEP to be flexible and creative

6. Continue Current Policy Regarding Eligibility/Priority for Services (N = 4)

   Continue, but reduce funding for, former migratory
   Continue to give inter/intrastate eligible migrant children first priority
   Continue serving eligible formerly migratory children
   Continue services to formerly migratory and summer project operations

7. Continue Parent Involvement Policy (N = 3)
   Examples of responses are:

   Continue parent involvement emphasis
   Continue new parental involvement policy

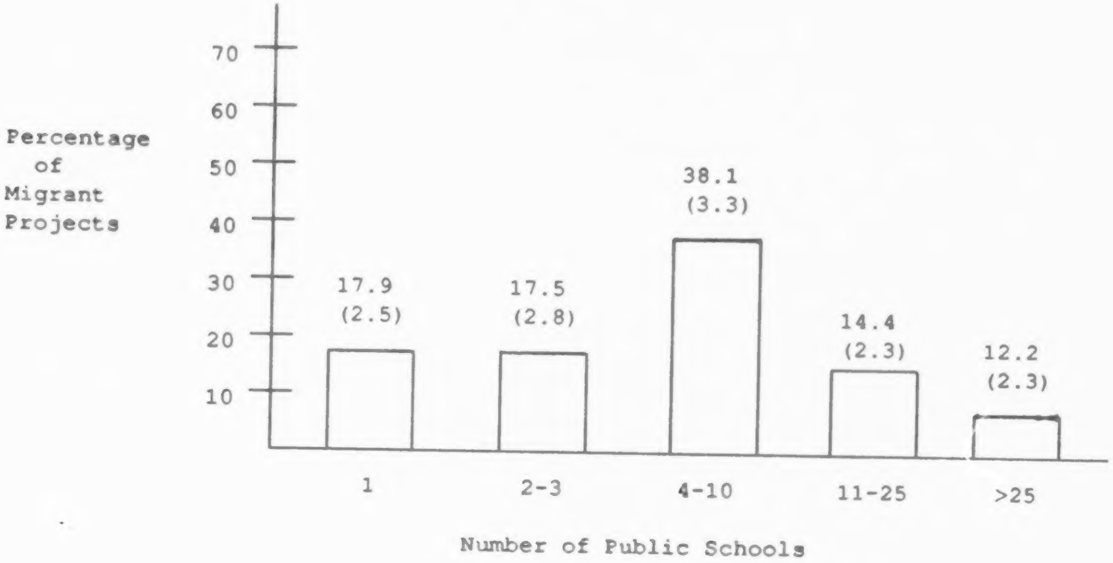
8. No Comments (N = 19)

Source: State Program Questionnaire Item 18.

Multiple responses were possible.

Exhibit A.55.a

Number of Public Schools in the School Districts Served by Regular School Year Projects



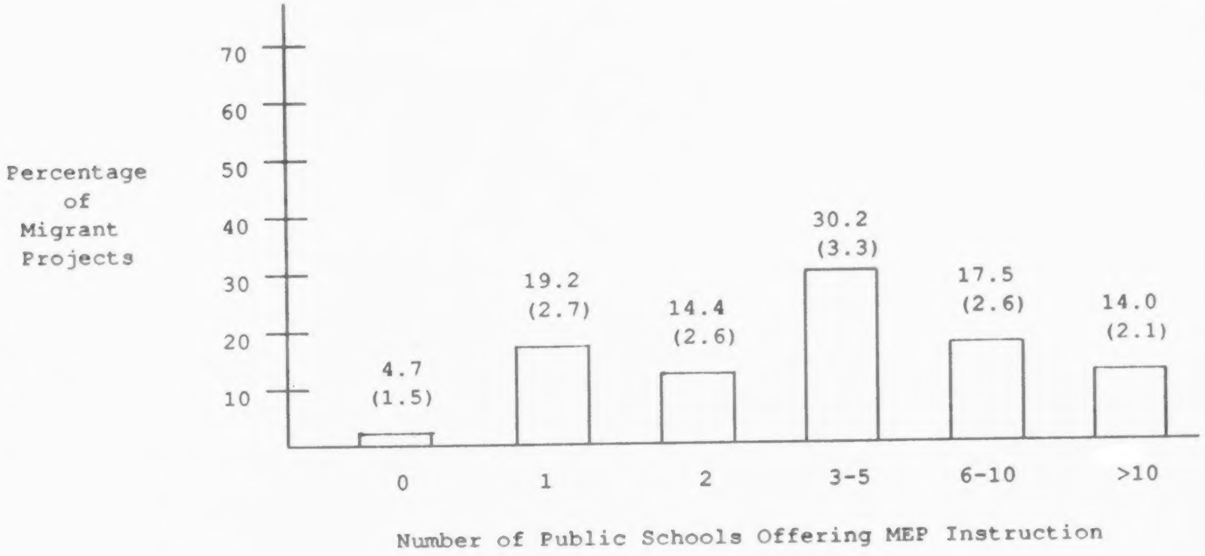
Source: Local Project Questionnaire (Regular) Item 6.

Notes: The mean number of public schools was 18.8 (3.7); the median was 5.0.

Standard errors are shown in parentheses.

Exhibit A.55.b

Number of Public Schools Offering MEP Instruction in the School Districts Served by Regular School Year Projects



Source: Local Project Questionnaire (Regular) Item 7.

Notes: The mean number of public schools was 7.6 (1.3); the median was 4.0.

Standard errors are shown in parentheses.

Exhibit A.56

Percentage of Migrant Projects Not Administered by the Local School District (or a Coalition of Districts) Reporting Each Category of Assistance Provided by the School District

	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
The School District(s) Provided No Assistance	4.5	(4.4)	3.7	(3.7)
The School District(s) Provided Facilities	95.5	(4.3)	66.2	(12.3)
The School District(s) Provided Utilities	82.5	(8.1)	51.6	(12.3)
The School District(s) Provided Identification/Recruitment	50.9	(12.1)	35.9	(12.1)
The School District(s) Provided MSRTS Services	27.6	(10.9)	19.9	(11.4)
Other	35.7	(12.0)	25.9	(9.8)

Source: Site Observation Record Form (Regular) Item I.2.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.57.a

Staffing of Regular School Year MEP Projects

Position	Projects N	Projects %	Mean FTE Positions	Total FTE Positions
Migrant Project Director	550	33.1 (3.2)	.51 (0.8)	282
Other Administrative Staff	247	14.9 (2.2)	.84 (0.2)	207
Secretaries or Clerks	472	28.4 (2.8)	.77 (0.1)	361
MSRTS Data Clerks/Other MSRTS Personnel	807	48.5 (3.3)	.88 (0.1)	708
Evaluators	31	1.9 (0.7)	.35 (0.1)	11
Recruiters	684	41.2 (3.4)	.87 (0.1)	596
Home-school Liaisons	504	30.3 (2.8)	1.02 (0.2)	515
Health Services Providers	250	15.0 (2.0)	.88 (0.2)	219
Attendance and Guidance Personnel	201	12.1 (1.7)	1.63 (0.5)	327
Teachers	1,012	60.9 (3.5)	2.40 (0.3)	2,430
Aides	1,163	70.0 (2.8)	3.97 (0.4)	4,620
Work-Study Positions	42	2.5 (1.0)	7.37 (2.5)	310
Janitors/Custodians	15	0.9 (0.5)	0.40 (0.2)	6
All Others	52	3.1 (1.1)	1.24 (0.6)	65
All Projects	1,662	100.0	6.43	10,682

Source: Local Project Questionnaire (Regular) Item 15.

Notes: Standard errors are shown in parentheses.

Data for mean FTE positions apply only to the projects hiring for the positions.

Exhibit A.57.b

Staffing of Summer Term MEP Projects

Position	Projects N	 %	Mean FTE Positions	Total FTE Positions
Migrant Project Director	351	54.5 (4.2)	0.78 (0.4)	272
Other Administrative Staff	199	30.9 (3.8)	1.58 (0.2)	315
Secretaries or Clerks	323	50.1 (4.3)	1.33 (0.3)	432
MSRTS Data Clerks/Other MSRTS Personnel	362	56.2 (4.3)	1.05 (0.2)	379
Evaluators	39	6.0 (1.4)	0.71 (0.2)	28
Recruiters	272	42.2 (3.8)	1.20 (0.2)	326
Home-school Liaisons	246	38.2 (3.9)	1.26 (0.2)	311
Health Services Providers	151	23.4 (3.2)	1.06 (0.2)	159
Attendance and Guidance Personnel	76	11.8 (2.2)	1.91 (0.7)	145
Teachers	565	87.7 (3.0)	7.56 (0.8)	4,270
Aides	553	85.9 (2.9)	6.85 (1.1)	3,789
Work-Study Positions	22	3.4 (1.1)	10.88 (5.4)	238
Janitors/Custodians	96	14.9 (2.6)	1.42 (0.2)	137
All Other	145	22.5 (3.3)	3.25 (0.5)	472
ALL PROJECTS	645	--	17.50	11,289

Source: Local Project Questionnaire (Summer) Item 10.

Notes: Standard errors are shown in parentheses.

Data for mean FTE positions apply only to the projects hiring for the positions.

Exhibit A.58.a

Staffing of MEP Projects Administered by Single School District

Position	Percentage of Projects		Mean FTE Positions	
	Regular	Summer	Regular	Summer
Migrant Project Director	34.2 (3.6)	54.8 (4.7)	0.48 (0.1)	0.77 (0.0)
Other Administrative Staff	11.8 (2.3)	23.9 (3.8)	0.50 (0.1)	1.53 (0.2)
Secretaries or Clerks	28.2 (3.2)	47.9 (4.8)	0.58 (0.1)	1.15 (0.3)
MSRTS Data Clerks/Other MSRTS Personnel	48.2 (3.7)	54.7 (4.9)	0.80 (0.1)	1.03 (0.3)
Evaluators	2.3 (0.8)	4.7 (1.5)	0.35 (0.1)	0.58 (0.1)
Recruiters	42.2 (3.8)	39.7 (4.2)	0.74 (0.1)	0.97 (0.1)
Home-school Liaisons	30.9 (3.2)	36.3 (4.4)	1.00 (0.2)	0.89 (0.1)
Health Services Providers	16.2 (2.3)	20.7 (3.5)	0.78 (0.2)	0.91 (0.1)
Attendance and Guidance Personnel	11.1 (1.9)	10.5 (2.4)	1.19 (0.2)	1.87 (1.1)
Teachers	61.9 (3.9)	89.4 (3.4)	2.00 (0.2)	5.43 (0.4)
Aides	69.3 (3.2)	85.7 (3.5)	3.62 (0.5)	4.65 (0.4)
Work-Study Positions	3.1 (1.2)	2.5 (1.0)	7.37 (2.5)	4.15 (1.2)
Janitors/Custodians	1.1 (0.6)	16.0 (3.1)	0.40 (0.2)	1.02 (0.1)
All Others	2.7 (1.3)	24.3 (3.9)	0.67 (0.1)	3.08 (0.4)
ALL PROJECTS			5.67 (0.7)	12.79 (1.0)

Source: Local Project Questionnaire (Regular) Items 1 and 15; and Local Project Questionnaire (Summer) Items 1 and 10.

Note: Standard errors are shown in parentheses.

Exhibit A.58.b

Staffing of MEP Projects Administered by Coalition of School Districts

Position	Percentage of Projects		Mean FTE Positions	
	Regular	Summer	Regular	Summer
Migrant Project Director	29.9 (10.6)	61.4 (21.4)	0.54 (0.1)	0.72 (0.1)
Other Administrative Staff	41.7 (12.8)	60.8 (19.3)	0.73 (0.2)	2.09 (0.7)
Secretaries or Clerks	38.1 (11.6)	61.4 (21.4)	1.30 (0.4)	1.90 (0.9)
MSRTS Data Clerks/Other MSRTS Personnel	65.4 (13.0)	46.7 (20.4)	1.13 (0.3)	2.26 (0.8)
Evaluator	--	11.1 (10.7)	--	4.00 (0.0)
Recruiters	43.0 (12.8)	80.3 (13.6)	1.26 (0.5)	2.02 (0.9)
Home-school Liaisons	32.2 (10.9)	65.6 (18.6)	1.44 (0.7)	2.07 (0.8)
Health Services Providers	21.5 (9.1)	22.1 (14.6)	0.91 (0.3)	2.50 (1.1)
Attendance and Guidance Personnel	17.4 (8.4)	22.1 (14.6)	0.62 (0.1)	4.00 (0.7)
Teachers	69.7 (12.4)	100.0 (0.0)	4.09 (1.3)	9.72 (4.3)
Aides	65.2 (12.9)	85.3 (13.8)	9.52 (2.9)	11.72 (6.6)
Work-Study Positions	--	--	--	--
Janitors/Custodians	--	22.1 (14.6)	--	4.50 (0.4)
All Others	--	36.8 (18.6)	--	11.31 (4.8)
ALL PROJECTS			12.06 (3.7)	33.68(16.9)

Source: Local Project Questionnaire (Regular) Items 1 and 15; and Local Project Questionnaire (Summer) Items 1 and 10.

Note: Standard errors are shown in parentheses.

BEST COPY AVAILABLE

Exhibit A.58.c

Staffing of MEP Projects Administered by Regional Office of State Education Agency

Position	Percentage of Projects		Mean FTE Positions	
	Regular	Summer	Regular	Summer
Migrant Project Director	26.8 (8.3)	50.7 (9.9)	0.73(0.1)	0.86 (0.1)
Other Administrative Staff	23.8 (7.6)	52.0(10.0)	2.19(0.7)	2.41 (0.7)
Secretaries or Clerks	26.2 (7.1)	54.6 (9.8)	1.92(0.9)	1.86 (0.5)
MSRTS Data Clerks/Other MSRTS Personnel	46.0 (9.6)	62.6(10.4)	1.34(0.4)	0.99 (0.1)
Evaluator	--	11.6 (4.8)	--	0.46 (0.2)
Recruiters	30.5 (8.3)	46.4 (9.8)	2.01(1.0)	1.90 (0.6)
Home-school Liaisons	28.8 (8.2)	37.7 (8.7)	1.06(0.3)	2.52 (0.7)
Health Services Providers	6.3 (3.6)	37.0 (9.2)	2.74(1.0)	1.29 (0.5)
Attendance and Guidance Personnel	17.0 (5.9)	14.8 (5.6)	4.19(2.9)	1.59 (0.5)
Teachers	55.9 (9.8)	79.1 (8.3)	4.55(2.0)	16.44 (4.5)
Aides	76.6 (8.2)	87.2 (4.9)	4.29(1.1)	14.82 (5.6)
Work-Study Positions	--	7.9 (4.0)	--	20.38(11.5)
Janitors/Custodians	--	7.9 (4.0)	--	2.40 (1.1)
All Others	8.5 (4.2)	14.1 (5.7)	2.56(1.7)	1.28 (0.2)
ALL PROJECTS			9.69(2.8)	33.85 (9.6)

Source: Local Project Questionnaire (Regular) Items 1 and 15; and Local Project Questionnaire (Summer) Items 1 and 10.

Note: Standard errors are shown in parentheses.

Exhibit A.58.d

Staffing of MEP Projects Administered by State Department of Education

Position	Percentage of Projects				Mean FTE Positions			
	Regular		Summer		Regular		Summer	
Migrant Project Director	--		100.0	(0.0)	--		0.25	(0.0)
Other Administrative Staff	--		100.0	(0.0)	--		1.00	(0.0)
Secretaries or Clerks	--		100.0	(0.0)	--		1.00	(0.0)
MSRTS Data Clerks/Other MSRTS Personnel	--		--		--		--	
Evaluators	--		--		--		--	
Recruiters	100.0	(0.0)	--		0.70	(0.0)	--	
Home-school Liaisons	--		100.0	(0.0)	--		1.80	(0.0)
Health Services Providers	--		--		--		--	
Attendance and Guidance Personnel	--		--		--		--	
Teachers	--		--		--		--	
Aides	100.0	(0.0)	--		0.70	(0.0)	--	
Work-Study Positions	--		--		--		--	
Janitors/Custodians	--		--		--		--	
All Others	--		--		--		--	
ALL PROJECTS					1.40	(0.0)	4.05	(0.0)

Source: Local Project Questionnaire (Regular) Items 1 and 15; and Local Project Questionnaire (Summer) Items 1 and 10.

Note: Standard errors are shown in parentheses.

Exhibit A.58.e

Staffing of Projects Administered by Private or Community Organizations

Position	Percentage of Projects Regular	Percentage of Projects Summer*	Mean FTE Positions Regular	Mean FTE Positions Summer*
Migrant Project Director	66.8 (27.6)		0.85 (0.1)	
Other Administrative Staff	33.6 (27.1)		0.90 (0.0)	
Secretaries or Clerks	33.6 (27.1)		0.90 (0.0)	
MSRTS Data Clerks/Other MSRTS Personnel	66.8 (27.6)		0.60 (0.1)	
Evaluators	--		--	
Recruiters	--		--	
Home-school Liaisons	33.6 (27.1)		0.20 (0.0)	
Health Services Providers	--		--	
Attendance and Guidance Personnel	33.6 (27.1)		1.80 (0.0)	
Teachers	33.6 (27.1)		8.70 (0.0)	
Aides	66.4 (27.1)		9.00 (2.9)	
All Others	--		--	
ALL PROJECTS			11.14 (2.3)	

---

*Data for summer term are not included since there were no summer-term projects in this administrative category.

Source: Local Project Questionnaire (Regular) Items 1 and 15.

Note: Standard errors are shown in parentheses.

Exhibit A.59.a

Average Daily Membership (ADM) of Identified Migrant Students in the School Districts Served by Regular Term MEP Projects, by Project Administrative Structure

	Migrant Students		
Structure	Mean	Median	Total
Administered by Single School District	177.2 (19.2)	252.6 (15.3)	241,010
Administered by Coalition of School Districts	431.8 (162.4)	333.7 (83.7)	36,158
Administered by Regional Office of State Education Agency	540.9 (219.4)	297.9 (55.1)	100,837
Administered by State Department of Education	11.2 (*)	233.1 (226.6)	191
Administered by Private or Community Organization	28.3 (11.7)	233.1 (128.7)	195
Other	65.5 (*)	233.1 (226.6)	233

*Estimate is based on a single project; standard error cannot be calculated.

Source: Local Project Questionnaire (Regular) Items 1, 8, and 9.

Note: Standard errors are shown in parentheses.

Exhibit A.59.b

Average Daily Membership (ADM) of Identified Migrant Students in the School Districts Served by Summer Term MEP Projects, by Project Administrative Structure

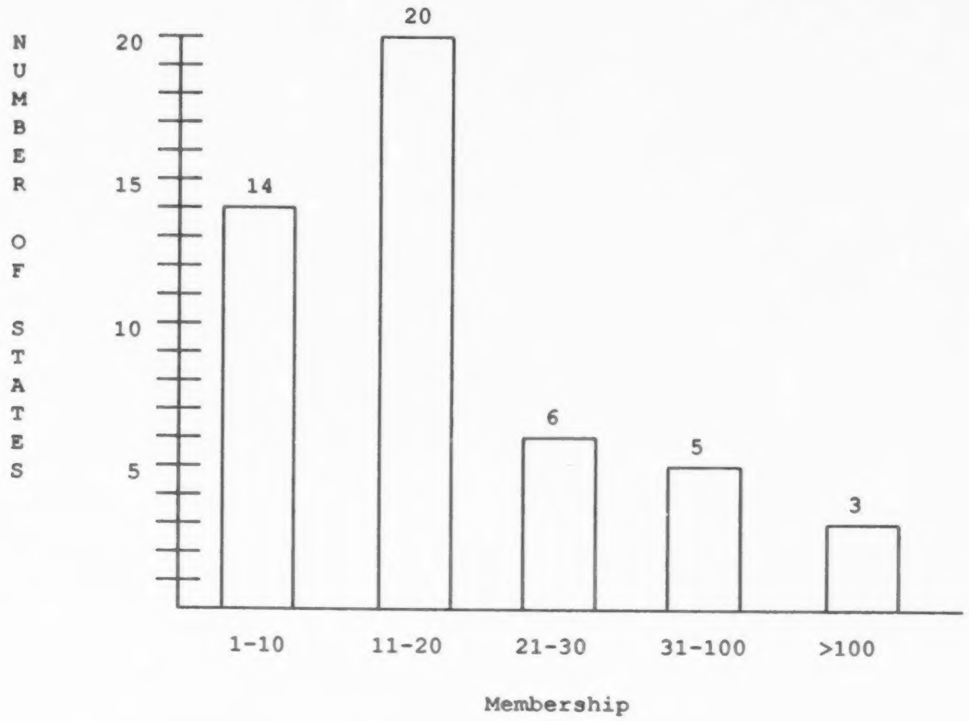
	Migrant Students		
Structure	Mean	Median	Total
Administered by Single School District	165.4 (17.1)	141.4 (11.8)	83,176
Administered by Coalition of School Districts	388.0 (136.8)	127.6 (12.3)	70,015
Administered by Regional Office of State Education Agency	567.8 (134.3)	245.5 (98.6)	65,025
Administered by State Department of Education	460.7 (0.0)	479.2 (95.8)	895
Administered by Private or Community Organization	--	--	--
Other	1,227.1 (565.0)	706.1 (187.0)	8,030

Source: Local Project Questionnaire (Summer) Items 1, 2, and 4.

Note: Standard errors are shown in parentheses.

Exhibit A.60.a

Of States with Statewide Migrant Advisory Council or Parent Organizations (N = 48), the Membership in Such Councils

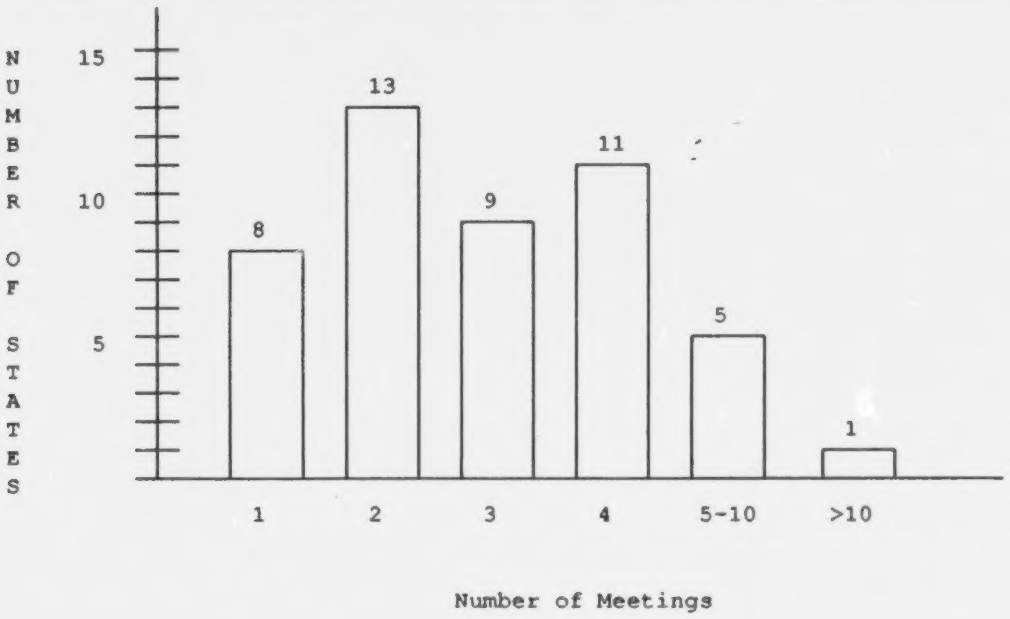


Source: State Program Questionnaire Item 14.b.

Note: Mean membership = 25.9; Median = 15.5.

Exhibit A.60.b

Of States with Statewide Migrant Advisory Council or Parent Organizations (N = 48), Number of Meetings Held in Past Year by Such Organizations



Source: State Program Questionnaire Item 14.c.

Notes: Mean number of meetings = 3.09; Median = 3.

One state did not respond to this item.

Exhibit A.60.c

Of States with Statewide Migrant Advisory Councils or Parent Organizations (N = 48), the Primary Actions of the Groups, by State

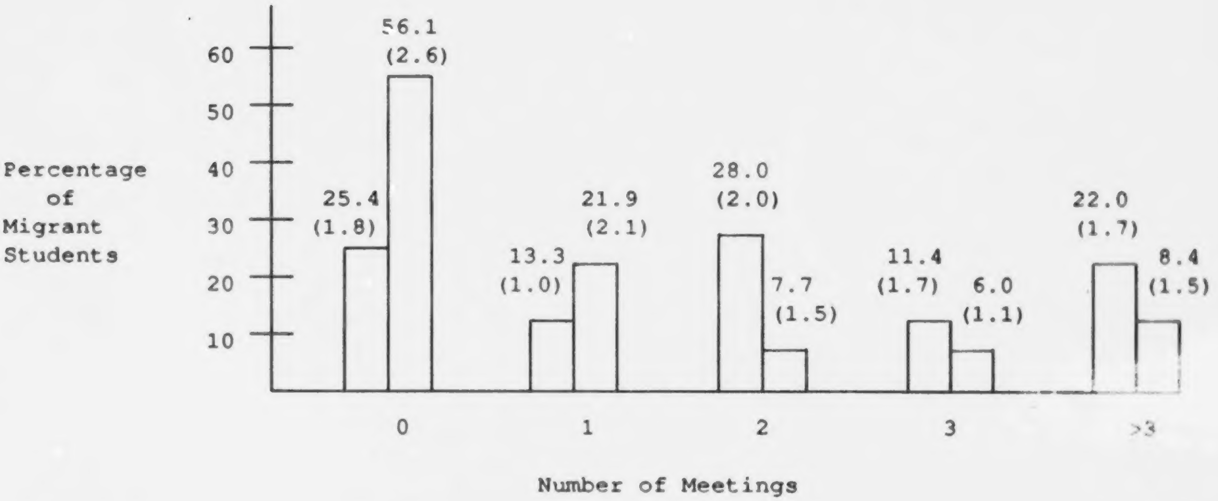
Actions	States With Councils	
	N	%
Reviewed/Provided Input to State Migrant Plan	27	56.3
Reviewed/Provided Assistance With Other Aspects of State's Migrant Education Program	36	75.0
Planned, Sponsored, or Assisted With Activities for Migrant Parents	16	33.3
Received Parent Education and Training	9	18.8
No Specific Actions Taken by the Group	2	4.2

Source: State Program Questionnaire Item 14.d.

Multiple responses were possible.

Exhibit A.61.a

Frequency of Parent Meeting with Teacher or Aide During the 1989-90 School Year



Source: Basic Student Form Item 24.

Notes: The first column for each "number of meetings" is for the regular school year; the second column is for the summer term.

Mean number of Parent-Teacher/Aide meetings for regular school year students = 2.5 (0.1); median number = 2.0.

Mean number of Parent-Teacher/Aide meetings for summer-term students = 1.1 (0.1); median number = 0.0

Standard errors are shown in parentheses.

Exhibit A.61.b

Percentage of Students by Selected Indicators of Parental Involvement

Parental Involvement Indicator	Percentage of Regular School Year Students	Percentage of Summer-Term Students
Student's Parents (or Guardians) Currently Serve on a School/Project Advisory Panel	5.4 (1.0)	2.2 (0.5)
Some Other Indication of Parental Participation/Involvement	21.0 (1.5)	14.5 (1.3)

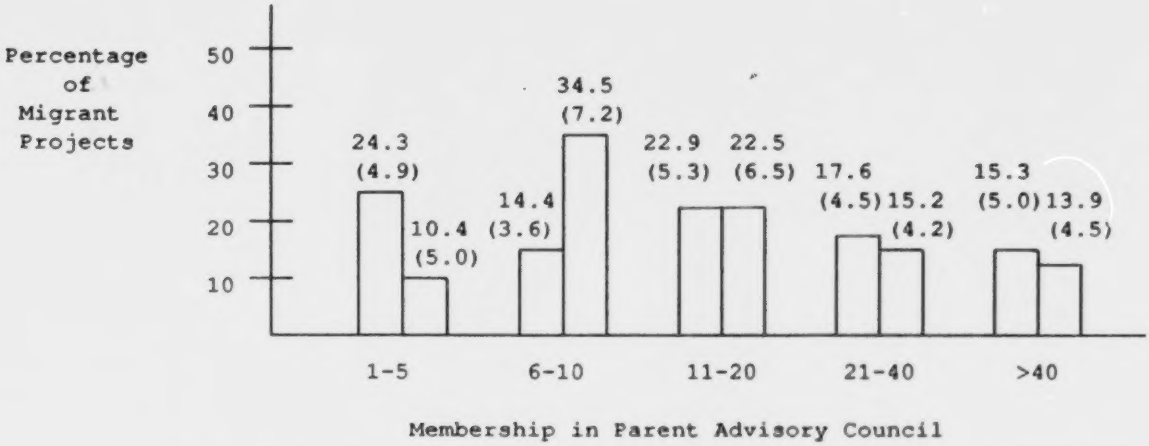
Source: Basic Student Form Item 24.

Notes: "Other" responses (to latter item above) included parents attending school-based programs (about 60%), providing a supportive home atmosphere (about 24%), and responding to teacher notes/phone calls (about 18%).

Standard errors are shown in parentheses.

Exhibit A.62.a

Total Membership in Migrant Education Programs Parent Advisory Councils



Source: Site Observation Record Form Item I.22.b.

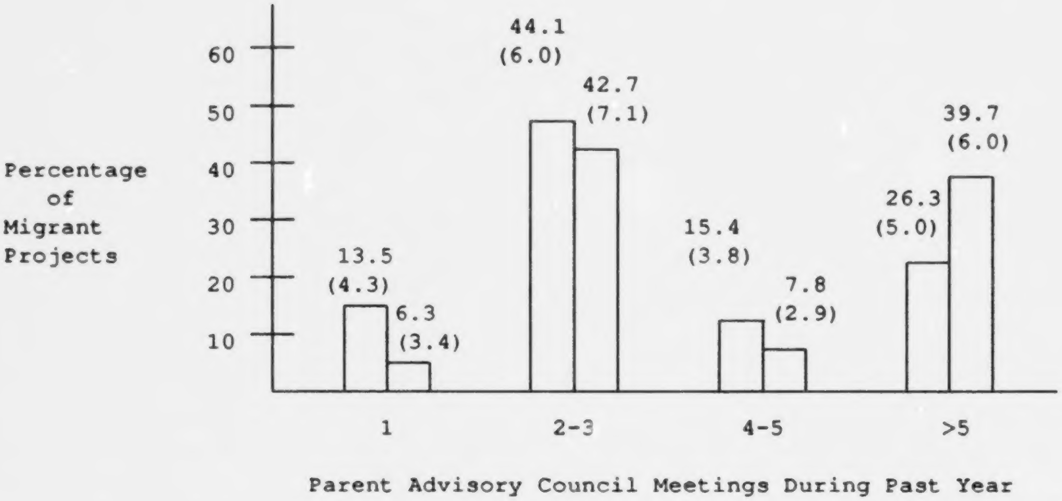
Notes: The first column for each "Membership in Parent Advisory Council" is for the regular year; the second column is for the summer term.

5.5 (2.5) percent of regular school year projects and 3.4 (3.4) percent of summer-term projects reported zero membership.

Standard errors are shown in parentheses.

Exhibit A.62.b

Number of Migrant Education Program Parent Advisory Council Meetings



Source: Site Observation Form Item I.22.c

Notes: The first column for each "Parent Advisory Council Meeting During Past Year" if for the regular school year; the second column is for the summer term.

0.8 percent of regular school year projects and 3.4 percent of summer-term projects reported zero meetings.

Standard errors are shown in parentheses.

Exhibit A.62.c

Primary Action Taken by MEP PAC During Past Year

Action	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
None, Because Don't Have One	5.7	(2.9)	1.1	(1.1)
Little or No Action	5.4	(2.3)	1.1	(1.1)
Received Information About The Program/ Attend Workshops/Conferences	22.0	(5.0)	13.8	(4.9)
Received Parenting Instruction	15.3	(3.8)	14.3	(4.0)
Participated in Program Planning	33.3	(5.6)	40.7	(7.1)
Informed Other Parents About Program/ Provided Parent Training/ Encouragement	28.8	(5.5)	15.0	(4.6)
Planned Fund Raisers/Scholarship Support Activities	8.7	(4.0)	10.3	(4.2)
Participated in Staff Selection	1.6	(1.1)	8.0	(4.0)
Other	6.9	(3.5)	12.2	(5.3)

Source: Site Observation Record Form (Regular) Item I.22.d.

Multiple responses were possible.

Notes: Standard errors are shown in parentheses.

The above were open-ended responses; thus, a project's nonresponse concerning a particular action does not necessarily mean that the action was not taken.

Exhibit A.63

Other Activities to Generate Parent Involvement/Support

Activities	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
Arrange Parent-Teacher Meetings	9.9	(4.3)	4.0	(2.1)
Make Home Visits	19.1	(5.5)	28.1	(7.1)
Make Announcements of Meetings	14.2	(3.9)	7.6	(3.6)
Telephone to Remind Parents of Meetings	9.8	(3.0)	7.0	(3.8)
Provide Parent Training/Encourage Participation	30.2	(5.5)	7.5	(3.9)
Provide Transportation, Meals, and/or Babysitter	5.4	(2.0)	3.4	(2.0)
Send Printed Materials Home	19.2	(5.4)	14.9	(4.8)
Arrange Social Activities/Open House	5.6	(2.3)	--	
Send Parents to Conferences or Workshops/ Provide Speakers	8.5	(2.9)	20.7	(6.1)
Other	8.6	(3.2)	11.5	(3.7)
Don't Know	1.5	(1.5)	8.0	(4.8)
None	1.5	(1.1)	8.4	(4.1)

Source: Site Observation Record Form Item I.23.

Notes: Standard errors are shown in parentheses.

Multiple responses were possible.

Exhibit A.64

Level of Support From Migrant Parents and Community

Support From Migrant Parents	Percentage of Regular School Year Projects	Percentage of Summer-Term Projects
Very Supportive	55.3 (6.1)	65.9 (7.2)
Supportive	25.3 (5.1)	31.9 (7.2)
Unaware or Indifferent	16.4 (5.2)	1.1 (1.1)
Unsupportive	3.0 (1.8)	--
Very Unsupportive	--	1.2 (1.2)
Support from Community		
Very Supportive	31.4 (5.7)	28.8 (6.3)
Supportive	37.1 (5.6)	33.1 (6.7)
Unaware or Indifferent	30.8 (5.6)	32.4 (7.3)
Unsupportive	0.7 (0.7)	4.6 (3.5)
Very Unsupportive	--	1.2 (1.2)

Source: Site Observation Record Form Item I.24.

Note: Standard errors are shown in parentheses.

Exhibit A.65

Number of States Allocating Various Percentages of State-Level Expenditures to Each Expenditure Category (N=51) for the 1988-89 School Year and Summer 1989

Expenditure Category	Number of States with State-Level Expenditures of: 0%-24%	25%-49%	50%-74%	75%-100%
Administration	16	14	8	13
Instructional and Support Services	31	11	6	3
Identification and Recruitment (not MSRTS)	45	5	0	1
Interstate/Intrastate Coordination (not MSRTS)	51	0	0	0
MSRTS	45	6	0	0
Other (Supplies/Overhead/Travel/Evaluations)	48	3	0	0

Source: State Program Questionnaire Item 6.

Exhibit A.66

Number and Percentage of Projects Reporting Receipt of Various Types of In-Kind Contributions, Gifts, and Other Fiscal Assistance

Type of Contribution/Assistance	Percentage of Regular School Year Projects	Percentage of Summer-Term Projects
Instructional Services/Supplies/Materials	9.3 (1.9)	13.7 (2.8)
Support Services/Supplies/Materials	13.7 (2.1)	23.0 (3.6)
Technical Assistance	4.5 (1.5)	--
Facilities/Equipment/Utilities	5.6 (1.4)	9.9 (2.4)
Administrative Assistance/Funds	7.1 (1.6)	8.2 (1.9)
Not applicable because did not receive in-kind contributions, gifts, or other fiscal assistance	70.8 (3.0)	61.6 (4.1)

Source: Local Project Questionnaire (Regular) Item 18 and (Summer) Item 13.

Notes: For the regular school year projects, the mean dollar value of these contributions/assistance was $16,620 (5,498.2); the median contribution was $16,686 (1,823.2); the total value was $8,063,442 (2,697,184.2).

For the summer-term projects, the mean dollar value of these contributions/assistance was $11,555 (2,766.6); the median contribution was $7,020 (901.7); the total value was $2,855,715 (688,421.6).

Percentages total more than 100% since some projects received multiple types of contributions/assistance.

Standard errors are shown in parentheses.

Exhibit A.67

Percentage of Projects Reporting Various Sources of In-Kind Contributions, Gifts, and Other Fiscal Assistance

Source of Assistance	Percentage of Regular School Year Projects		Percentage of Summer-Term Projects	
SEA/Other State Agency	6.5	(1.6)	3.9	(1.1)
LEA/Other Local Government	13.4	(2.2)	12.7	(2.7)
Federal Agency or Program	4.5	(1.2)	7.8	(1.9)
Community Organization or Individuals	10.7	(2.0)	22.6	(3.7)
College/University/Foundation	1.1	(0.5)	1.0	(0.6)
Not applicable because did not receive in-kind contributions, gifts, or other fiscal assistance	70.8	(3.0)	61.9	(4.1)

Source: Local Project Questionnaire (Regular) Item 18 and (Summer) Item 13.

Notes: Percentages total more than 100% since some projects received contributions/assistance from multiple sources.

Standard errors are shown in parentheses.

Exhibit A.68

Basis for State Determination of Level of Funding for Individual Projects (N=51)

Basis for Determining Level of Project Funding	States	
	N	%
FTE count (only)	3	5.9
FTE count plus needs	15	29.4
FTE of currently migratory versus formerly migratory	11	21.6
FTE, local resources, and relative cost of services to be provided	5	9.8
FTE of regular school year students versus summer-term students	2	3.9
A combination of factors such as: number in LEP, preschool, secondary school; size of district, extent of need, local salaries, availability of other resources, geographical area to be served, services to be provided, past year's funding, currently versus formerly, regular school year versus summer-term	10	19.6
Other	1	2.0
Not applicable because state has only one project	4	7.8

Source: State Program Questionnaire Item 11.

Note: 25 states specifically stated that a funding formula was used; 11 states specifically stated that a funding formula was not used.

Exhibit A.69.a

Amount and Percentage of State-Level MEP Administration Funds Coming from Various Revenue Sources in 1988-89 School Year and Summer 1989 (N = 51)

	Funding Source	
Category	Dollars	%
Chapter 1 State Administration Funds	6,966,904	78.3
General State Revenue	535,336	6.0
Migrant Education Program	1,392,235	15.6
Other	8,648	0.1
Total	8,903,121	100.0

Source. State Program Questionnaire Item 7.a.

Exhibit A.69.b

For State Migrant Education Programs Using Administrative-Funding Sources Besides Chapter 1 Administrative Funds (N = 30) in the 1988-89 School Year and Summer 1989, the Reasons for Utilizing These Other Sources

Reason	States	
	N	%
Insufficient Chapter 1 Funds for Migrant Program Administration	9	30.0
Funding From Other Sources Used for Other Than State-Level Administration of Migrant Education Program	13	43.3
Funding From Other Sources Represents State's Commitment to Migrant Education	2	6.7
Other	4	13.3

Source: State Program Questionnaire Item 7.b.(1).

Note: Two of the 30 states did not respond to question.

Exhibit A.69.c

For State Migrant Education Programs Using Administrative-Funding Sources Besides Chapter 1 Administrative Funds (N = 30) for the 1988-89 School Year and Summer 1989, the Rationale for This Particular Distribution

	States	
Rationale	N	%
After Allocating Chapter 1 Administrative Funds, Balance of Funds Comes From Most Appropriate Source	13	43.3
Administrative Funds Support Administration, Program Funds Support Program Activities	10	33.3
All Administrative Oversight Is Funded by the State	2	6.7
General Revenue State Funds Represent the States Commitment to Program	2	6.7
Other	1	3.3

Source: State Program Questionnaire Item 7.b.(2).

Note: Two of the 30 states did not respond to question.

Exhibit A.70

For State Migrant Education Programs Carrying Over Funds from 1988-1989 School Year (N = 45), Reasons for Carry Over

Reason	States N	States %
Funds Were Underexpended by Local Projects (e.g., Due to Vacant Positions, Changes in Migration, Hiring Freezes)	19	42.2
SEA or Statewide Costs Were Overestimated	11	24.4
Funds Were Intentionally Held for Program Startup Expenses	5	11.1
State Over-Projected Expenses Rather Than Risk Shortfall	4	8.9
Funding Schedule and Program Schedule Differed	3	6.7
Other	3	6.7

Source: State Program Questionnaire Items 8.a, 8.b.

*U.S. Government Printing Office: 1993 — 338-275/70708

Final Report

DESCRIPTIVE STUDY OF THE CHAPTER 1 MIGRANT EDUCATION PROGRAM

Volume II: Summary Reports of Intensive Case Studies

Prepared under contract for
the Department of Education by:

Research Triangle Institute
Research Triangle Park, NC

Contract No. LC88025001

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION • OFFICE OF POLICY AND PLANNING

Final Report

DESCRIPTIVE STUDY OF THE CHAPTER 1 MIGRANT EDUCATION PROGRAM

Volume II: Summary Reports of Intensive Case Studies

by

William Strang
Elaine Carlson
Graham Burkheimer
J. Lamarr Cox
T. R. Curtin
Janie Funkhouser
Babette Gutmann
Allison Henderson
Mary Moore
Lana Muraskin

This is Volume II of a three-volume report. Other volumes are:

Volume I: Study Findings and Conclusions
Volume II: Technical Appendices

This views expressed in this report, developed under contract to the U.S. Department of Education, do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

TABLE OF CONTENTS

VOLUME II: SUMMARY REPORTS OF INTENSIVE CASE STUDIES

Page

Introduction 1

Summer-Term Projects 3

Berryville 5
Arbortown 15
Central City 25
Rose Valley 33
High Range Village 43
Pecan Grove 55
Nursery Town 65
Forest City 75
Summer Institute 85
Northfield 95
Garden City 105

Regular School Year Projects 115

Cotton Town 117
Wintersun 127
Ferndale 143
Apple Valley 151
Settled City 165
Blueberry Hill 177
Harbor Town 185
Orangewood 193
Valleyview 211
South Village 225
North Coast 237
Greenhill Cooperative 245
Southern Plains 257
Fruitland Regional 271

INTRODUCTION

This volume contains case study reports for 25 local migrant projects that were visited in the spring and summer of 1990 as part of the Descriptive Study of the Chapter 1 Migrant Education Program. Volume 1 of the final report includes an overview of the study's design that indicates the role of these case studies. The study was conducted by the Research Triangle Institute and its subcontractor, Westat[1], for the Office of Policy and Planning, U.S. Department of Education.

Site Selection

The local intensive[2] case study projects were selected from six States including one sending and one receiving State in each of the three migrant streams: Eastern, Central, and Western. The universe of projects from which these 25 were selected consisted of all projects included in the sample of local projects selected for the overall in these six states. State directors of migrant education in those six States were asked to nominate projects that were unique, or provided examples of particular programmatic approaches. In total, 25 local projects were selected, 14 regular term projects and 11 summer projects.

Data Collection

Site visits were conducted by one or two senior researchers to collect the case study data. Each visit lasted approximately 4 days. Interviews were conducted with local migrant project directors, recruiters, MSRTS staff, school principals, migrant teachers, general education teachers, special education personnel, Chapter 1 basic personnel, bilingual/ESL personnel, and others who had substantive contact with migrant students or the migrant program.

Interview guides were designed to obtain relevant information from each type of respondent. The interviews focused on the five study themes: targeting, services, communication, administration, and expenditures.

In addition to the interviews, site visitors also collected and reviewed program documentation and observed instructional and support activities.

---

[1] Formerly Decision Resources Corporation.

[2] These "intensive" case study sites should not be confused with the local projects selected for on-site data collection using the Site Observation Reporting Form and Basic Student Form. Those visits involved structured interviews and document reviews on a restricted set of study topics. The intensive case studies, on the other hand, had a much broader scope and agenda and involved much less structured data collection.

Uses of the Case Study Reports

Because these intensive case study sites were not selected to be representative of all migrant projects or even of migrant projects within a State or stream, one may not generalize these data to other projects. The case studies were designed to provide qualitative data to inform the survey findings, address major policy issues, and explore the merits of particular quantitative variables.

In addition, the case study reports provide rich descriptions of migrant projects that are often unavailable from survey data. They show variation in approaches and place survey results into an appropriate context. As such, they may be used for several purposes: to interpret survey results; to provide examples of service delivery methods, recruitment, or coordination techniques that other projects may replicate; to stimulate discussion about the migrant education program; and to feed the research agenda by raising programmatic issues.

Organization of the Reports

All personal and project identifiers have been removed from the case study reports. Fictional names have been assigned for reference purposes.

The summer project reports are presented first, followed by the regular term reports. Each report contains an introduction, followed by sections on students and targeting, program services, communication and coordination, expenditures, and administration.

SUMMER TERM PROJECTS

Berryville
Summer Term

INTRODUCTION

Project Setting

This summer migrant education program is located in a small rural town in an upper midwest state. A variety of crops are grown in the area, including berries and tomatoes. Most of the agricultural activity occurs from May through October. Farms and camps are spread throughout the district, which spans hundreds of square miles.

The living and working conditions of currently migrant families appear to be very poor. Several of the camps visited did not have running water in the "houses"--most of which were one-room structures, unpainted or with peeling paint, equipped only with a stove and refrigerator. Growers did not provide housing for migrant families. Most growers were small family-run farms.

Actively migrant families tend to come from Texas in the spring and return to their homes in the fall. Very few continue to follow the crops year round. The migrant families generally come to work with the same growers at the same farms.

Most of the settled-out families are in the process of leaving agricultural work altogether, and they tend to have a higher standard of living than currently migrant families.

The summer project receives funding directly from the state. Although the project is accountable to the state, it operates fairly independently. The project director is hired by the local school board and provides periodic reports to the board throughout the summer term.

Project Overview

This project, which has operated for more than 20 years, is administratively affiliated with the local school district. The project is housed in the only school in the district that offers a migrant program in the summer term. The district does not offer a regular-term migrant program. Most of the settled-out children receive regular-term migrant services in an adjoining district.

In the first two weeks of the 1990 summer program, 146 participants in grades pre-K through 12 received services. The estimated average daily attendance for the overall summer program was 88. Almost 60 percent of the participants were formerly migrant.

All students receive reading, other language arts, and mathematics instruction. Students in grades 7-12 also receive vocational/career services, and there is a PASS program available to secondary students. Health, dental, nutritional, and swimming/recreation support services are provided.

STUDENTS AND TARGETING

Characteristics

The director noted that the children who are actively migrant tend to be two to three years below grade level. There is not so great a lag among students of the settled-out population.

Most of the children are of Mexican descent. About 50 percent speak English as their primary language, 40 percent are bilingual, and 10 percent are primarily Spanish-speaking. The children are not categorized by special populations, such as gifted/talented, special education, or limited English proficient. In recent years, more children have been coming from single-parent families, particularly in the settled-out community.

Identification and Recruitment

Identification and recruitment is handled by one full-time recruiter, who has worked in the program since 1968. She served as a teacher's aide from 1968-78 and has been a recruiter since 1978. The recruiter is also the home-school liaison. She works with entire families, not just the children, making sure they get appropriate medical and social services.

For the currently migrant families, the recruiter begins to visit the camps in early May to talk with parents about their overall needs and to try to sign the children up for the summer migrant education program. At the outset she sets up a babysitting arrangement for the infants (usually contracted by the department of social services). This enables the mothers to begin work right away. Many of the settled-out families are familiar with the program and have enrolled their children in the past, so less effort is devoted to recruiting these children.

When an eligible child is identified, a parent fills out a family recruitment form and signs it. Procedures then stipulate that within four working hours, the information from the form is logged on an MSRTS data sheet and transmitted electronically.

With a large geographic area to cover, the recruiter said she could use one additional recruiter; she doesn't think she has been able to get to all eligible children.

PROGRAM SERVICES

Instructional Services

The summer migrant education program for 1990 operated for seven weeks, from June 25 through August 10. The project began with 146 students enrolled (61 currently migrant students and 85 formerly migrant students), and by mid-July average daily attendance had leveled off to 88.

The beginning enrollment by grade-level groups was as follows:

Level	Number of Students
Pre-K and Kindergarten	47
Grades 1-3	35
Grades 4-6	23
Grades 7-12	41

The children are assigned to one of four full-time teachers. Thus, for example, one teacher teaches all the 1st-through-3rd-graders, with the help of a full-time aide. A total of five full-time aides work with the teachers.

The school day runs from 8:15 a.m. to 4:30 p.m. and includes three meals, with dinner at 4:00. Reading, language, mathematics, science, social studies, music, and vocational/career education for those in grades 7-12 constitute the instructional core of the program.

Secondary students may also take advantage of the PASS program. Since most students in this age range need to work in the field, the school has set up a tent in the camp, and a teacher offers tutorial assistance three evenings a week. PASS is also offered in the school. According to the director, PASS is very good, but it is hard to get the state and district to accept PASS credits. This program appears to be best suited for students returning to Texas, since Texas accepts PASS credits.

Supporting Services

Supporting services include health and dental care, transportation, swimming and other recreation, and nutritional services. The project receives a USDA grant for nutrition services that provides three meals a day. Health services are purchased from the local county health department. According to the director, it is very hard to get community medical services. Only one doctor will agree to see these children. The others decline because most migrant families do not have health insurance. All children receive a health and dental screening at the beginning of the term. Shots are given if needed. Dental services are provided by a local volunteer dentist. Swimming and field trips to parks round out the supporting services.

Rationale for Services

Because so many of the children are seen as at-risk educationally, the summer MEP in this community has always been academically oriented. Little change has occurred in program structure in 20 years. Active migrants, who tend to be further behind academically than settled-out migrants, receive more individualized instruction.

To assess children's educational needs, each child is tested in reading and math using a state-developed migrant education test. Since children are placed in classes according to their ages and grade level, the testing is not used to group children by educational needs or abilities. Rather, the test results are used as guidelines by teachers to determine the intensity of services each child needs. Some will need more individualized help than others.

The non-academic needs of children (and their families) are initially assessed by the recruiter. She links children and their families with providers of medical, prenatal, and nutritional services in the area.

COMMUNICATION AND COORDINATION

The summer migrant program is the only program offered at this school building during the summer. Except for the PASS dropout prevention program, there is no coordination between the summer MEP and other summer programs in the area.

Some coordination takes place related to support services. The county health clinic is contracted to provide health services to migrant children, the USDA provides meals. Dental services are volunteered by a local dentist. There is no other interagency coordination.

According to the director, communication between the project and state is poor. Communication among regional project directors is fairly good; they try to meet a few times a month to discuss common concerns. For example, the state was mandated--through legal action brought by parents--to elect parents to a statewide parent advisory council. Migrant directors from the region were meeting regularly to discuss how to hold these elections in their areas.

As noted earlier, communication with the school district takes place periodically. The director keeps the superintendent and school board informed of project activities. And the director has dealt with the school board to convince the district to accept PASS credits.

MSRTS is considered to be burdensome, according to the director. Although some of the information from the system is very useful, the director believes that the MSRTS is an administrative burden. The MSRTS data entry clerk, who is also the project secretary, thinks the system runs smoothly. Turnaround time is fast, and the staff at the central office are very helpful. He has been with this migrant education program for many years, and noted that the system has been greatly improved over the years. Teachers indicated that they found the MSRTS data useful in targeting problems a child may have.

EXPENDITURES

The total summer term allocation for 1990 was $70,855. The percentages budgeted for each of the following general functions are listed as follows:

Function	Percent
Administration	5
MSRTS	5
Instructional services	60
Support services	30

There are no funds reported for identification and recruitment, although there is a recruiter on staff. In the project budget, however, $2,830 (not including benefits) was reported for the recruiter's salary, plus $450 for travel. These funds were reported in the support services category.

Funding has not kept up with inflation and the allocation from the state has been slightly reduced, resulting in cutbacks to the project. The program has been reduced from an eight-week to a seven-week session. In 1990, this summer program was down one FTE teacher, one FTE teacher aide, one FTE cook, and .5 FTE janitor from 1989.

There were 146 summer-term participants in the first two weeks of the summer; average daily attendance for the summer was 88 students. Per-pupil expenditures based on average daily attendance for instructional/support services were $725 and for all MEP expenditures were $805.

ADMINISTRATION

Organizational Framework

The 1990 summer MEP staff was made up of the following individuals:

Position Category	FTEs
Project director	1
Secretary/MSRTS clerk	1
Recruiter	1
Teachers	4
Teacher aides	5
Custodian	1
Cooks	3

The project reports directly to the state, although the director is technically employed by the local district school board. While the state has the final say in decisions relating to the project, in reality (with the exception of budget matters) most of the decisions are made at the project level.

The director noted that the state had just completed monitoring the 1990 project. The state consultant had reviewed financial documents, spoken with staff, and made certain that the staff held the appropriate credentials. The director does not think there is too much paperwork. She submits her plan, application, budget, and participation/FTE data to the state.

All in all, the project, with PAC input, operates fairly autonomously. The state sets guidelines, but the district determines what services will be offered and who will receive them. Ultimately, however, the project director has considerable autonomy in making these decisions for the summer migrant education program. The director mainly keeps the district informed about the project's operations periodically throughout the summer.

Support from State or Region

The project director was extremely dissatisfied with the state. For example, the state was supposed to assist with writing the grant application but offered little support. Further, when requests have been made for technical assistance or budget modifications, they have been largely ignored. The summer 1990 season marked this director's first year as director, and she noted there was no training for new directors. The director believes the state consultant is "stretched too thin" and knows very little about migrant education. The state holds one state-level meeting each year for all the project directors, but she does not think this is nearly enough.

Parent and Community Involvement

The parent advisory council (PAC) is active in helping to plan, implement,and evaluate project activities. Parent members are elected by other parents. Most of the eight-to-ten PAC members are from settled-out families. It is very difficult to involve parents from the temporary work camp, as their workload does not permit time off to come into the school.

The PAC meets four or five times during the summer. One meeting is held during the regular term, though there is no regular-term migrant education program. Parents give input into the instructional program. At the July 16, 1990 meeting (attended by about a half-dozen people), agenda topics included the visitor from Washington, D.C., the Open House, parental involvement at the state level, the PASS program, how to discipline students, field trips, approaching local merchants to donate food, and the potential implementation of a day care program.

There is no direct parental involvement in classroom instructional activities. Occasionally a parent volunteers in preparing food. A pot-luck "open house" is held once in the summer for parents. At the open house, the parents can speak with the teachers about their children's progress. This event enjoys a good turnout. The director believes it is very important to get the parents into the school to "see the benefits" of their children's education.

Arbortown
Summer Term

INTRODUCTION

Project Setting

This project is located in a rich agricultural area in the western stream, about 45 miles from the nearest city. Crops include grapes, olives, cotton, and many types of fruit. The growing seasons vary by crop; migrant workers are typically employed from March or April through October or November. Migrants usually go to Mexico, Texas, Arizona, or to the southern most parts of the state during the winter. Many migrant families move every other year rather than every year. Most of the migrant camps have been closed. There are a few camps remaining, but they only house men, not families. In addition to the large Hispanic migrant community, there is also a small Filipino migrant community.

The project is located in a high school district drawing students from six different feeder districts. Many of the elementary feeder schools are extremely small, some graduating only six or seven students per year. During the school year, this high school has more than 2,000 students, of whom about 500, or 25 percent, are migrant.

At one point, the district was part of a state migrant education regional office. Beginning in 1980, however, it has been funded directly by the state, and the project director has served as head of this MEP since 1982. There has been some local discussion as to whether they would be better served as part of the larger region instead of being direct-funded, but there does not appear to be a strong impetus for change.

Project Overview

The sole school in the district serves about 600 9th to 12th graders in its summer school program; 176 of these students are migrant. The migrant summer program is supplemental to the regular district-funded summer school program. In 1990, summer school was in session from June 11 through July 20.

Courses offered to migrant students in the six-week summer school program include all academic areas as well as English as a Second Language, remedial courses geared to state mandated proficiencies, migrant PASS, special education, and work experience. Classes meet for two or four hours, and students may earn five or ten credits respectively. The majority of migrant summer funds are used to provide in-class aides to assist migrant students.

Migrant students also receive guidance counseling services and limited medical/dental coverage.

Bus transportation is being provided for district students starting in 1990; however, a handful of migrant students (about 4) live too far away for the bus to pick them up. These student are taken to school by the MEP recruiter.

STUDENTS AND TARGETING

Characteristics

About 70 percent of the migrant students served in the summer program are formerly migrant. In 1990, there were 51 currently migrant students in summer school and 125 formerly migrant students enrolled. All those served in the summer program in this project are also served in the regular school year.

Chapter 1 students, as well as bilingual, ESL, special education, and gifted and talented students are served. The needs assessment data show that in 1989-90, most of the migrant students were served by Chapter 1 and/or ESL. About one in three migrant students were served by bilingual education programs.

The special services director of this high school district felt that, in general, migrant students are at greater risk than other Chapter 1 students. Their special needs derive from their migrancy, lack of English proficiency, and economic pressures.

Identification and Recruitment

All new students entering the school must first be sent through the migrant office. The office staff check the parents' occupation listed on the school enrollment form and ask students about their parents' work. If they are potentially migrant eligible, the community liaison/recruiter conducts a home visit to determine eligibility and complete a certificate of eligibility.

The feeder schools also send a list of their migrant students to the high school. Because this project serves six different elementary districts, families who moved locally may have qualified as migrants by crossing those elementary district lines. However, the high school district is much larger, so local moves that were qualifying moves in the elementary districts may not be qualifying moves in the high school district.

The community liaison/recruiter has been a recruiter for 11 years and works as a migrant instructional aide during the regular school year. She tries to update all of the certificates of eligibility (COEs) by the beginning of school so she won't be working two jobs, aide and recruiter, at the same time. In order to conduct home visits and obtain new COEs, the community liaison sorts the old COEs by town, street, and number. She then visits different parts of the district to obtain new signatures. If parents are not at home, she leaves a note with the phone number of the migrant office. If the parent calls the office, she tries to schedule a time for the home visit. Otherwise, she keeps going back to the house until she finds a parent at home.

This recruiter also drives students to medical appointments when necessary, advises students to stay in school, and refers families to agencies or local churches if they have a financial crisis.

PROGRAM SERVICES

Instructional/Support Services

The six-week general summer school offerings include all academic subjects, ESL, remedial and special education, migrant PASS and work experience. The school day goes from 7:45 a.m. to 3:00 p.m. and is divided into six periods--four periods before lunch and two periods after lunch. A given class lasts either two or four periods (that is, two hours or four hours). Buses take students home after four periods. Students earn 5 credits per two-hour class, or 10 credits for completion of a four-hour class.

The MEP operates within the overall summer school program, yet works quite independently. It does this primarily by offering support to migrant students through in-class aides and mini-corps aides. This use of aides is one of the strongest features of the project. Besides classroom aides, there is one teacher employed by the project to teach two sessions of PASS. In addition, there are some funds available for limited health/dental services. In 1990, for instructional services the summer MEP utilized, on a full-time basis, four mini-corps aides, one teacher, and three instructional aides.

The mini-corps program recruits college students from rural, migrant backgrounds to work as teacher assistants. These mini-corps aides serve as role models for migrant youth and they expand the pool of bilingual educators available in the state.

The migrant aides in the summer school program work in the reading, writing, and math proficiency classes since many migrant students have trouble passing the proficiencies that are required by the state for graduation. Migrant aides are typically placed in classes that have at least five migrant students. The aide either works with a small group of migrant students or on a one-to-one basis. Aides frequently translate the teacher's instructions for those students who do not understand English.

Operating separately from regular summer school classes is the PASS program. PASS is an independent study program designed to help migrant students catch up on academic credits. The district requires that the migrant students attend PASS class in order to participate in the PASS program, but the PASS teacher mainly serves as a resource. He helps them find the answers to their questions and has access to the answer keys that accompany PASS assignments.

Twenty-three students took PASS classes in the 1990 summer program, some earning as many as 20 credits. Students in the PASS class claim to like the independent study approach. They feel they can earn more credits in a limited amount of time than if they attended regular summer school classes. The students and teacher in the PASS program feel that the curriculum is on the proper academic level.

One criticism that the PASS teacher had was the time delay associated with marking the PASS tests. The tests are mailed away to the national PASS offices and returned in about a week. If local teachers could grade the tests, students would get immediate feedback.

As for supporting services, the goal of the health care component of the MEP is to keep students in school. Dental and vision are the two areas of greatest health need for the migrant population here. In the health portion of the program, if a student or parent requests services and the family does not have health insurance, MEP will pay for the student to go to one of two medical clinics. The clinics agree to charge a reduced rate. There is also a local optometrist who charges reduced rates for migrant students.

The MEP taps into other resources, such as the state's child services program, which will provide for major medical expenses associated with surgery or orthodontics. MEP staff try to limit medical expenditures to $50 per student since the total summer budget for the health care component in 1990 was $2,000--$1,000 dental and $1,000 medical.

Guidance counseling figures prominently in the MEP. Migrant staff feel that counseling migrant students is an integral part of their program. The MEP staff work with every senior to complete a college application and financial aid form. Currently, 62 percent of migrant seniors from this district are going on to higher education.

Rationale for Services

The state MEP recently adopted a student and program needs assessment form for reporting data from districts on migrant student needs. Districts are now required to compile and submit data on migrant status; gender; age; attendance; promotions; language proficiency; ethnicity; enrollment in other special programs; NCE scores for reading, language, and math; and the number and percentage of students passing proficiencies.

The needs assessment data cover students served in both the regular and summer terms. The data show that 95 percent of migrant seniors graduated in 1990. However, it often takes migrant students several attempts to pass the proficiencies, especially writing. Only 12 percent of 9th graders passed the writing proficiency (on their first attempt), but the percentage of students passing increased by grade, with 76 percent of the seniors passing the test. Migrant staff are well aware of the difficulties migrant students have in passing the writing proficiency. This is one of the primary reasons students attend summer school.

The needs assessment data also indicate that, during the regular school year, the Chapter 1 basic grant served 61 percent of migrant students; bilingual education served 33 percent; ESL served 66 percent; special education served 2 percent; and gifted and talented programs served less than 1 percent of migrant students.

Classroom aides are believed to be an effective way to address these needs. During the regular school year, the Chapter 1 basic grant program and the bilingual education program both use in-class aides, as does the MEP. There is an attempt to coordinate the placement of aides in classes. The view is that it can be counterproductive to have too many different aides in one class. None of the aides is jointly funded by multiple programs.

COORDINATION AND COMMUNICATIONS

Coordination

Within the district, the MEP coordinates with the regular Chapter 1 summer program. One person administers the Chapter 1 basic grant, state compensatory education, gifted and talented education, and vocational education. Bilingual classroom aides are the primary providers of Chapter 1 and bilingual assistance to all students who need it, including migrant students. After exhausting these resources, the administrator calls on MEP resources for additional support. Coordination between the specific MEP-funded personnel and the district special-needs personnel is reported to be good.

Every month the MEP directors from all the regions convene for a two-day meeting. Occasionally another district will call and ask about a student. This occurs about once a month, usually from a district within the state.

Communication

The MSRTS is operated by two terminal operators who also have other responsibilities, such as health, secretarial, and instructional duties. Data on credit accrual are entered into MSRTS by a terminal operator. The test information and attendance information go directly from the district computer to the MSRTS computer. Information is updated every year.

Teachers at the high school level reported they rarely use MSRTS data. They are not typically interested in students' past performance. Counselors suggested they may use MSRTS information to place students in appropriate classes. MSRTS information is also useful for maintaining immunization records.

EXPENDITURES

The total summer MEP budget for 1990 was $50,022. Dividing this amount by 176 summer students, the per-pupil amount is $284. The grant amount from the state is determined based on the regular school year enrollment. Project funds are awarded based on 7 percent of their regular school year migrant enrollment.

The $50,022 was distributed according to the following funding priorities:

Salaries and benefits	87%
Books and supplies	1%
Transportation	3%
Travel, conferences	3%
Other services, utilities, housekeeping expenses	4%
Parent participation	2%

The per-pupil expenditure of $284 for the summer MEP may be compared to the per-pupil expenditure for the 1989-90 regular school year MEP program, which was approximately $350 per pupil.

ADMINISTRATION

Organizational Framework

The migrant program operates under the district's special programs office, but it functions very much on its own. The organizational structure has changed frequently. Sometimes migrant education has been directly under the superintendent and sometimes under special programs.

The summer MEP staff, all full-time, are listed below:

- MEP director
- Community liaison/recruiter
- Two terminal operators, with other duties as well
- PASS teacher
- Three instructional aides
- Four mini-corps aides

All but the PASS teacher also work in MEP during the regular school year. The PASS teacher is a history teacher at the high school during the regular term.

Support from State or Region

The state plays a very active role in administering the program. Compliance reviews occur every year. The directors from all the regions also meet for two days each month. The project submits yearly applications as well as revisions and quarterly fiscal reports.

The project director feels that state support is necessary because local board members are frequently opposed to the ways MEP uses funds. For example, every year the board challenges the MEP budget, questioning the amount of money spent on travel, especially for parents. A PAC representative goes to the state capital every month for the state PAC meeting. The director can cite state support for these meetings to justify the budget request.

Parent and Community Involvement

The district has a parent advisory council that meets six times a year as required by the state. At least one of those meetings is to occur in the summer. The PAC president has a long history of personal involvement with MEP--as a records clerk, a special needs assessment staff member, a Chapter 1 liaison, and an active MEP parent with five children of her own.

The PAC is composed of four MEP staff, one student, and 16 parents. The migrant staff provide inservice training for parents on self-esteem, parenting skills, and interaction with school personnel. When training sessions are held for parents, typically 50 to 60 parents attend.

The PAC is also raising funds to help migrant students pay for books and supplies. The PAC parents attend school board meetings as a group when an issue of interest to them is before the board.

One member of the PAC, currently the president, serves as the representative to the state PAC. The state representative feels she was elected because she was bilingual in Spanish and English. The state PAC representatives had an opportunity to comment on revisions to the changes in MEP laws, but the information from Washington was not in Spanish. Someone had to do simultaneous translation for non-English-speaking parents because there was insufficient time to translate the documents and have comments forwarded to Washington within the week-long review period.

Central City
Summer Term

INTRODUCTION

Project Setting

This project is in a community that serves as the home base for a large group of migrant families in the central stream. These migrants typically go to Minnesota, Michigan, California, or Florida in the spring and return to the area in the fall. There are few opportunities for employment in the community, so the migrants are usually unemployed through the winter. They return to the area because they own homes in the area or to be close to extended family.

The school district is composed of four high schools, six intermediate schools, and 38 elementary schools. The number of migrant students in the district has almost doubled in the last five years, to about 5,200 migrant students. Almost half of the migrant students, 2,432, are currently migrant. Some of the growth in the migrant population may be due to the addition of preschoolers and students 18 to 21, but the district also receives 1,000 to 1,500 new immigrants from Mexico each year. Many of them eventually move elsewhere, but this community is the first stop in the United States. During the regular school year, some 2,000 of the identified migrant students in the district are served through the migrant education program.

The migrant summer program operates within and supplements the regular district summer school program. The MEP provides an after-school program for migrant summer school students as well as pullout services to assist them with their summer school classes.

Project Overview

The 1990 MEP was located at one high school, supporting and supplementing the regular summer school for 7th to 12th graders. Of the 2,538 students enrolled in summer school in 1990, 150 were in the MEP. Each year, the district's summer school, which serves students entering grades 7-12, is housed in a different high school. Summer school operates from 8:00 a.m. to 12:55 p.m., and the program extends from the middle of June to the end of July.

Two courses may be taken during this period. While regular summer school students pay $55 per course, the MEP pays the tuition for its participants. No transportation is provided for regular summer school students, but the MEP participants do receive bus transportation home. The regular summer school day ends at 12:55 p.m., but the MEP day extends to 2:30 p.m., with lunch, library time, counseling, and afternoon tutoring included, all services not available to regular summer school students.

The summer MEP director also directs the regular term MEP. She has had 12 years of experience in migrant education--as a parent involvement supervisor, an assistant principal, and for the last five years as director of federal programs for the district.

The day-to-day administration of the MEP summer project is handled by another individual, whose position is secondary supervisor of Chapter 1 basic grant and Chapter 1 migrant education. She works parallel to the principal of the regular summer school. Any problems specific to a migrant summer school class or student are referred to her.

The 1990 summer MEP served students from June 11 through July 30. Of the 150 students enrolled, 38 were currently migrant and 112 were formerly migrant. In addition to two academic courses, they received lunch, counseling, access to a summer MEP nurse, and transportation home.

STUDENTS AND TARGETING

Characteristics

In identifying students for this program, priority is given to currently migrant students who need credits to graduate. Most of the students served in the 1990 program were entering 9th or 10th grade, but there were some at every secondary grade level. Nearly all are of Mexican descent.

Identification and Recruitment

One full-time recruiter serves with the summer MEP. She has worked in the migrant education program since 1988. She often needs to see parents early in the morning before work or later in the evening. Obstacles she faces in recruiting students are large dogs, bad roads, poor neighborhoods that are dangerous at night, and the fact that families move frequently, even within the district.

During the school year, the summer school MEP is advertized in the newspaper and on the radio. In addition, guidance counselors work with migrant students to go over the courses and credits they need. Most of the students are also enrolled and served by the MEP during the regular school year. Recruitment during the regular term thus has a direct link to summer term participation.

PROGRAM SERVICES

Instructional Services

In this district the migrant education program focuses on secondary students because the Chapter 1 program serves primarily elementary students. In the summer MEP, the 15 migrant teachers function as pullout teachers for small groups of students and as individual tutors. Working from 9:45 am to 2:30 pm, they teach in a pullout setting until 12:55 pm, and then tutor in math, English, social studies, and science for the remainder of the day. Lunch is from 1:00 to 1:30, and tutoring takes place from 1:30 to 2:30. With 15 teachers for 150 students, the overall student/teacher ratio averages 10 to 1.

During the afternoon tutoring sessions, each teacher has from 6 to 12 students. The afternoon program is voluntary, but students are encouraged to attend, and most do. Some students have jobs or only take a morning class and do not attend the afternoon program.

One teacher oversees students who are taking correspondence courses through the state university. The MEP pays the $100 tuition for these students. The teacher helps students obtain the course work, monitors their progress, and assists with problems. Each course contains nine lessons. Students have up to a year to complete a course. They must pass a final exam as well as submit completed lessons. Students have two chances to pass the final exam. Subjects offered include language arts, English, math, economics, government, and geography.

During the 1990 summer session, about 30 migrant students registered for the state university correspondence courses. In addition, 13 students who began their courses during the regular school year were continuing with them over the summer.

Two of the summer migrant teachers work specifically with students who are taking the state's exit level competency test in July. These students take a preparation course through the district and also receive extra pullout or tutorial help from the migrant teachers. Students may not graduate from high school unless they show proficiency in math and language arts through the competency test.

Migrant teachers keep in touch with regular classroom teachers to make sure students are passing and to coordinate services. Teachers also serve as advocates for migrant students. One student arrived a few weeks late for summer school. The regular classroom teacher did not want to let him in the class because he was so far behind, but the migrant teacher worked with the student to catch up on the work and to complete past assignments.

Summer school students may have only three unexcused absences during the session. More than three unexcused absences or four late arrivals warrants dismissal from the program. The migrant home-school liaison (who works full-time with the summer MEP) gets reports of migrant students who are not in school and calls or visits parents to make sure the student has an excused absence. The home visitor holds the same position during the regular term.

Supporting Services

School lunch is provided free of charge for summer migrant students. The MEP provides transportation home at 2:30 p.m. The project also provides counseling services to migrant students. A full-time counselor works with students on issues of self-esteem, decision making, and future plans. She meets with students either in groups or individually, as needed. Usually she sees about 20 students each day. Migrant students have access to a summer MEP nurse who works five hours a day. Finally, the migrant project organizes occasional field trips for migrant students during the summer. In the 1990 session they went to the local community college and to the zoo.

The summer MEP director believed that migrant students were receiving bilingual education services as needed. Many of the teachers in the district speak Spanish and are able to assist students with limited English language skills. One administrator indicated that special education referrals were so backlogged that by the time a migrant student was due to be evaluated, often the student had already moved.

COMMUNICATION AND COORDINATION

MSRTS is not used extensively by teachers; it is referred to primarily by counselors for class credit information. During the summer, there is one full-time MSRTS data clerk who works at the high school. Data entered during the summer concern enrollment, credits, and withdrawals. During the regular school year, MSRTS clerks enter more extensive data on student moves, health, and academic information. Regular-term MSRTS clerks are assigned to particular schools, and they go to each school twice a week to pick up information. The data are entered into the computer and mailed to the regional education service center daily.

EXPENDITURES

The summer grant for 1990 was $137,892. The percentages budgeted for each of the following functions are listed as follows:

Function	Percent
Instructional services	63
Support services	32
Administration	4
Identification and recruitment	1

The per-pupil expenditure, given 150 students, was $919 for all expenditures, or $873 per pupil for instructional and support services.

The funding levels for the migrant program have remained relatively constant over the last five years, though the number of migrant students has increased dramatically.

ADMINISTRATION

Organizational Framework

The 1990 summer MEP staff was made up of the following individuals:

Position	FTE
Migrant project director	1
Other administrative staff	1
MSRTS data clerk	1
Recruiter	1
Home-school liaison	1
MEP nurse	1
Guidance counselor	1
Teachers	15

Only two of the 15 teachers are migrant education teachers during the regular school year. The rest are regular teachers in the district. Teachers seem to like the summer migrant program because they have smaller classes, they don't have to develop lesson plans, and they don't have to mark papers or compute grades.

The migrant education program is housed in the federal programs office, which in turn is administered by the assistant superintendent for elementary instruction. The deputy superintendent for instruction is the final administrator under the superintendent.

Support from State or Region

A regional structure links the state and the district-based projects. These regional offices provide technical assistance and house the MSRTS terminal for the region. The migrant education director in the district is quite happy with the regional office. The regional office provides inservice training for MSRTS staff, supplies audiovisual equipment and curricular materials, and answers any questions the district has about the migrant program.

Parent and Community Involvement

The parents' roles are very limited during the summer term. Parents are required to accompany their children to register for the MEP summer program. There they meet with the summer MEP staff and teachers and have a chance to ask questions about their children.

The migrant counselor for 1990 organized a three-day Life Management Skills Training Course for migrant students and their parents during the summer. The themes of the seminar were family and group bonding, decision making, self-esteem, and the value of family.

Parent advisory council meetings take place only during the regular school year.

Rose Valley
Summer Term

INTRODUCTION

Project Setting

This project is located in the western stream. The primary crops are apples, strawberries, and roses. Most of the currently migrant families in the area live in three migrant camps, two privately operated and one operated by the state. The migrants are typically Hispanic and of Mexican descent.

The families generally move either within the state or to Arizona or Mexico during the winter. Those who go to Mexico do not get any schooling there.

Families typically arrive around the first of May and leave at the end of October. Some of the families have found year-round work in canneries or packing houses. If they get such jobs, they are more likely to be permanent residents.

Project Overview

The school district, which is funded directly by the state MEP (i.e., it is considered a "region" within the state's migrant education scheme), has 14 elementary schools, one K-8 school, three junior high schools, and three high schools. Serving rural areas of the county from its central office, the region has a large Hispanic and migrant population.

The summer migrant education program serves almost 3,000 students encompassing pre-K through 12th grade. Elementary summer school (pre-K through grade 5) is held at four sites; secondary students (those entering grades 6 through 12) attend at one high school site. A wide array of academic, remedial, bilingual, college preparatory, and work experience courses are provided. Head Start, a few summer camp opportunities, and health benefits are also available. Breakfast and lunch are furnished to all migrant summer school students. In addition to academics, there are presentations by guest artists, Girl Scout day camp, Foster Grandparents, a soccer team, and peer tutoring.

At the high school, the summer migrant program operates within and supplementary to the regular summer school program. Migrant students constitute 45 to 50 percent of all who attend summer school there.

Summer migrant programs in this region are crucial because students frequently are not in school for either a complete fall semester or a complete spring semester. No partial credit is given for incomplete semesters, and students typically do not attend school in Mexico over the winter. By attending school here during the summer, migrant students can make up some of the credits lost during the year. In addition, for many students, attending summer school is an attractive alternative to working in the fields.

STUDENTS AND TARGETING

Characteristics

More than 2,200 elementary migrant students (pre-K through 5th grade) and 600 secondary migrant students (grades 6-12) were enrolled in the 1990 summer session. The number of enrollees has been increasing over the last few years. This year the migrant summer program accepted all eligible migrant students who wanted to attend, but in previous years, registration has been on a first-come first-served basis.

About 40 percent of summer MEP students are currently migrant and 60 percent are formerly migrant. The MEP director believes that the formerly migrant students are not necessarily ready for regular education. Limited proficiency in English is one of the greatest problems among migrant students generally; students who move from bilingual programs to English instruction often experience a drop in their grades. Health and nutrition problems are also great. One factor in these problems is that many of the children have just arrived from Mexico and had no health care there.

The migrant program personnel work very closely with special education staff in order to assure services to migrant students with disabilities. During the 1989-90 school year, there were 248 migrant students served in special education and 76 served in the gifted and talented program. No disabled elementary school students attend the migrant summer school program; they are served by the district summer program.

Identification and Recruitment

Because of the timing of moves, migrant students are typically enrolled in the district well before the summer program begins. Therefore, there is no separate identification and recruitment process for the summer program. Students who attend summer school are a subset of those served during the school year.

At the beginning of the regular school year, migrant staff are provided with an enrollment list. Migrant staff match the school enrollment lists with MSRTS records to develop a master migrant list. The school migrant staff also compare teachers' class lists against the master list and the previous year's migrant list for that school. If a student appears on the class list and either of the migrant lists, the student's name is highlighted or added to the migrant master list. The recruiters then conduct a home visit for each student on the migrant master list to obtain an updated certificate of eligibility. New enrollments are added to the list as the school year progresses.

PROGRAM SERVICES

Instructional Services

The district's regular summer school program runs parallel to the migrant program. At the elementary level, the summer MEP and the district summer school program are housed in separate facilities. The grade 6-12 summer school jointly houses the migrant and regular program. The 1990 summer MEP operated for six weeks, from June 15 through July 25.

Summer school programs run from 7:45 a.m. to 12:15 p.m. Each elementary classroom has a teacher and an aide, with 26 to 32 students per class. All elementary migrant summer school students are provided with breakfast and lunch.

Each of the migrant elementary summer schools in summer 1990 adopted a theme. One was learning through the arts, with a Latin-American emphasis. Teachers received in-service training on techniques and use of materials. In this school, lesson plans and materials were already developed for teachers to follow. Professional storytellers, painters, musicians, and dancers performed at the school. In the other schools, themes included: agriculture, teacher's choice, and learning through the arts with a Latin American sub theme. The schools varied their themes and the extent to which the lessons and materials were uniformly applied. Some schools allowed a great deal of teacher autonomy, while others were more centrally controlled.

Of a total of 1,600 students served in the secondary level summer school, about 600 were migrant. At the high school, migrant students in the 1990 program could enroll in any course offered through the regular district program, but there was also a selection of courses available only to migrant students. In many cases, these courses were taught bilingually, while district courses were not. Migrant education program staff attempt to offer those courses that migrant students need to complete in order to graduate.

In addition to the MEP summer school programs, there are also many special programs operated by MEP in the region. Some are strictly summer programs, while some run all year long.

College Bound Program

The College Bound program is a five-week summer program operated through a cooperative agreement between the region and a local community college. Students who are juniors or seniors in high school may attend summer classes at the community college. They are exposed to college experiences, interact and take courses with non-migrant college students, and learn that they can work and go to school at the same time. They earn high school credit for the courses they complete. In 1990, 45 students attended the College Bound program. Many of those students had already been accepted at the community college for the fall semester. Others went to other colleges or back to high school for their senior year. The program is very inexpensive for the district because the college, in hopes of boosting its Hispanic enrollment, pays for tuition and for the salary of the program coordinator. The MEP does provide transportation to and from the high school, and this aspect of the program costs about $40-50 per student.

Outside Work Experience (O.W.E.)

This is a work-study program that places migrant high school students in jobs and teaches employment skills to students. The migrant program finds the jobs, helps students get work permits, and pays the students' salary at $3.61 per hour. Students must attend a class twice a week for which they earn academic credit, and the students typically work ten hours per week. The priority for selecting students focuses on currently migrant seniors who are in economic need and require credits for graduation. Eighty students were served in the program during the 1989-90 school year, and 60 students were in the program during the summer. Students must be enrolled in summer school to be eligible for the summer O.W.E. program. The program can only serve about half of the students who apply.

Project Escape

The migrant program pays for students to attend a week-long outdoor education program with an emphasis on science. About 35 fifth grade students participate each summer.

Mini-corps: Instructional Aides

The mini-corps is made up of college students who serve as instructional aides. One of the state's mini-corps offices is housed in the regional migrant office. The coordinator, whose salary is paid directly by the state, recruits college students with migrant backgrounds to work as instructional aides. Students must be bilingual but do not have to be education majors, nor is migrancy a strict requirement. The coordinator works with the 20 mini-corps aides in the region, visiting each on site about twice a month. Mini-corpsmen must also take a course at the community college or at the university. The students are paid $5.85 per hour their first year in the program and $6.10 per hour their second year. The administrator hopes to move the mini-corps administrative functions to the college campus. This is currently the only mini-corps office not based on a college campus.

Supporting Services

Meals and health care are the most comprehensive supporting services for summer MEP students. There are two half-time employees who run the health care component of the migrant education program. One is a health educator and the other is a registered nurse. These health coordinators work closely with the school nurses who conduct screenings as mandated by the state. If migrant students are identified as having health needs, the nurse informs the migrant health staff. The main role of the staff is to try to find free sources of medical or dental care in the community. For example, the Lions Club pays for eyeglasses for needy students. The MEP has also tapped into the resources of a local dental school. Volunteer dentists recently used the facilities at the dental school to set up a Saturday dental clinic for 50 migrant students. The budget for the health component is about $60,000 per year. Sometimes they ask parents to pay for part of the health care. They have set a limit of $150 per student per year.

The district has recently purchased accident insurance that covers injuries to students while at school or on the way to and from school. This insurance covers a lot of the accidents, (e.g., broken bones) that used to deplete migrant health funds. During the summer, the health staff use mini-corps members to conduct health presentations for students in summer school. Topics include hygiene and nutrition.

In addition to meals and health care, a variety of other support services are available to subgroups of children. The two largest such programs are:

Girl Scout Camp

About 120 students are sent to Girl Scout camp through MEP. This day camp lasts for three weeks.

Migrant Head Start and Children's Center

The Migrant Head Start Child Care program serves children from two months old to the age at which they enter first grade. There are three centers and nine family day care homes. 148 children are currently being served. Services are provided five days per week, 12 hours per day. Only currently migrant families are served. As of 1990, an income cap of $10,300 per year also applied. There is a long waiting list for Migrant Head Start services. The program administrator has recently added a priority for single parents and families with two working parents.

There is also a state migrant child care program in the area. Services are intentionally separate from the Head Start program. This program serves currently migrant families living in the state-operated camp.

The child care programs work closely with the MEP. MEP does all of the identification and recruitment for the child care programs.

Rationale for Services

The state has recently required that migrant projects complete a student and program needs assessment. The needs assessment includes test information, academic performance, attendance, demographic data, and placement information on each migrant student. Services are designed to address needs identified through the data, including, for example, limited English proficiency.

COMMUNICATION AND COORDINATION

MSRTS is not used extensively. The state needs assessment data contain more information than does MSRTS, with some overlap between the systems. It is the state system that is used for producing reports, obtaining data on students, and so forth. This database allows sorting by zip code and address so that recruiters can visit particular homes in a given area. The district computer also prints labels with the student's name, address, and identification number so that teachers do not have to fill out the top of the withdrawal forms.

EXPENDITURES

The funding for the migrant regular school year program was $500.12 per student (FTE), and the funding for the summer was $529.79 per student (FTE).

One district administrator commented that the MEP project director runs a successful program because he has tapped into other sources of funds. If they only had the MEP funds, they could not run a successful program.

ADMINISTRATION

Organizational Framework

The migrant education director, along with the bilingual education, special education, and curriculum directors, are supervised by the assistant superintendent for instruction.

Almost all of the summer migrant staff work with migrant students during the regular school year. For example, the high school migrant administrator is a migrant counselor during the regular term. One elementary school principal oversees the Literature Infantil and Parent/Community Partnership programs. The majority of the migrant summer school staff are bilingual in Spanish and English. Parents participate in the hiring of summer migrant staff. Because many of the parents do not speak English, interviews are conducted in Spanish whenever possible.

Support from State or Region

The state works very closely with project directors, health coordinators, and parent advisory councils. These migrant staff members meet regularly with state officials and with migrant staff from other regions who work in similar positions.

Parent and Community Involvement

Parental involvement in the program is strong. Two school-related programs in which parents participate are described below.

Literature Infantil

This program was developed to address the poor language skills among migrant children. The program works with parents of young children to provide training and materials so migrant parents can be more effective educators. The program stresses self-esteem of parents and children. Meetings are held twice a month. Parents are given children's books on loan as well as a list of questions to ask their children about the story and workbooks for the children to color. Illiterate parents are shown how to use picture books to work on their children's oral language skills. About 15-20 parents come to each meeting. A migrant aide watches the children during the meetings. Snacks are provided during meetings and parents are given certificates of completion at the end of the school year.

Home/School Partnership Program

The program is designed to empower parents by providing workshops on effective discipline, culture, and so forth. Teams of regular classroom teachers, migrant staff, and parents work with parents in workshops. These are frequently part of the PAC meetings. They sometimes get as many as 90 parents in attendance.

The PAC officers are extremely well informed about the program. They are very positive about MEP and feel that the program has made them better parents as well as helping their children. The consensus among the PAC officers was that funds should be concentrated on younger students. They are opposed to the idea of serving 18-21-year-olds.

High Range Village
Summer Term

INTRODUCTION

Project Setting

The project is set within a small town in a geographically large, low-population county in the western stream. Two-thirds of the county is sagebrush rangeland owned by the Bureau of Land Management. This land is leased to ranchers for grazing land for the county's number one product, beef. Predominant crops are onions, potatoes, and sugar beets. Migrants follow these crops and work in the packing sheds and processing plants. The migrant population is fairly substantial; approximately one of every 11 migrant students in the state lives in this county.

The project is fairly new, having been funded in 1990 for its second year. There is another project in the county that serves children within one large district. This other project has a history stretching back more than a decade.

Project Overview

The project operates at one site, which is one of the local elementary schools. The average daily attendance of summer migrant students is about 200. Enrollment, however, was 286 as of the day of the site visit. Project administrators had projected enrollment to be 281. They subsequently raised their estimate of final enrollment to about 300. This enrollment figure is cumulative and additive over the life of the project session.

The basic project serves children entering grades K-8. In addition, MEP subcontractors provide services to three-and four-year-olds and to secondary-age students. For children in grades K-8, the summer program basically is a replacement all-day summer school. There is no non-MEP summer school in the county. The K-8 summer program offers the same subjects students would take during the regular term. But in the summer, the children also get swimming and art from the recreation department. For preschoolers, the emphasis is on readiness, and the secondary-aged students' programs focus on course/credit completions.

Supporting services include breakfast, lunch, and snacks provided by the USDA, transportation, dental and vision screening, emergency medical care as needed, and accident insurance (which is provided for all MEP students in the state).

STUDENTS AND TARGETING

Characteristics

The project director thought most students were actives who did not live in the area. But the recruiter said that most live in the area, and several teachers said they knew their students because they had most of them during the regular term too. It is also not clear whether other students in the regular term MEP in the county (over 1,400 students altogether) had indicated any interest in the summer program, but none were being turned away. The recruiter, however, said that more students want to participate than there is room. The director said that high priorities are given to currently migrant students who are rated as having priority needs in the regular term, but the recruiter said that services are provided without concern for their migrant status.

All but a handful of students are Hispanic. The rest are white. Those from out of state come, in descending order, from Idaho, Texas, California, and Mexico. Many of the Texans are regulars who come from Eagle Pass each year.

The great majority of the students were reported to be on grade level, but specific data on grade-level academic standing were not available. Many of the summer students are limited English proficient, but apart from this category, very few fall into special populations.

Student characteristics were reported to have not changed much in the last decade. The "Texas students" are doing much better than they had been doing; fewer come in with no educational background, and their parents appear to be more supportive and more involved.

Identification and Recruitment

Recruitment is done by the regular term Home School Consultant (HSC). She works out of the elementary school and reports to the project director.

Summer school is publicized through letters sent home during the regular term and through the parent advisory council. Most of the summer students are also enrolled in the regular term. The recruiter indicated that most formerly migrant students had been discouraged from applying. She said that more people wanted to be in the summer program than there was room.

The recruiter visits isolated communities and poorer housing areas during the regular term as an HSC, so she knows where most of the potential students live. Enrollment takes place through her regular visits or by the students showing up at the school door. Because these enrollment practices filled up the slots for 1990, no exceptional identification and recruitment practices were needed.

Since this particular project had only a short history, staff members were unable to talk about changes in migration or enrollment patterns. They did indicate that lack of housing locally was causing some difficulties, as migrants were having to move to ever more remote places. They also said that many people in the area were glad to have the project located here because they could send their children more easily than before. The numbers of eligible students have been increasing in the past few years because new food processing facilities have opened.

The local crops and product schedules match fairly well; the project starts at about the time that most of the currently migrant students from other states arrive, so recruitment is basically finished when classes start.

PROGRAM SERVICES

Instructional/Support Services

The 1990 summer program was in session for students from June 18 through July 16. The services offered in this four-week program vary by, and are provided to, three age groups: preschool, K-8, and high school.

Eighteen to 20 preschool children attend the program 8 hours a day for 20 contact days. The pupil/teacher ratio is about 4 to 1. At the preschool level, most of the attention centers on instructional services, which include readiness activities provided in the primary language, along with some English development. Field trips are a regular part of the day. Preschool services are provided through a contract with the local county child development program, the same organization (and the same staff) that provides Head Start during the school year. Preschool supporting services include breakfast, lunch, and snack, as well as dental screening.

Students in grades K-8 receive a full-time replacement education for 18 days. There are about 250 students, and the pupil/teacher ratio is approximately 8 to 1. The emphasis is on whole language, thematic-based instruction to allow consistent focus on one or two general topics that involve reading, math, science, arts, and so forth. One fourth grade class, for example, focused on space, and a second grade class organized instruction around a theme of bears. In addition to instruction, K-8 classes take swimming, and arts and crafts from the recreation department (under contract) and take numerous local and other field trips. The children get two meals and a snack (provided by USDA) during their 7:00 a.m. to 3:00 p.m. day, bus transportation, and vision, hearing, and dental screenings.

The program offers K-8 students little in the way of individualized instruction. Teachers indicated they had insufficient time at the start of the term to find out about each student. They knew some students to start with and geared instruction to the levels they represented. Over the program's four weeks, they learned enough about each student to permit forming some rough ability groups, but large-group instruction or informal groupings were used. There is no difference between the services provided to active and settled-out students.

Secondary students can receive 5.5 weeks (66 hours) of assistance in completing high school courses for credit. Courses are provided through tutors at a local community college. Students can come in just about any time during the day or evening and work at their own pace; clock hours are regarded as less important than completing the assigned work and meeting standards. It is not clear how many students participated. The staff at the community college did not know which students were migrants, and so could not report how well it worked. The project expected 15 migrant secondary students to be served. No other services were reported for secondary students.

Rationale for Services

Needs assessment is fairly informal. It is the responsibility of the director, and the results are included in the application. Procedurally, according to the application, needs assessment calls for PAC input, classroom and resource teacher input, home-school consultant input, evaluation data, and data from MSRTS. The director pointed out, however, that no evaluation data were available and MSRTS data are not used, which leaves staff and parent input as the main contributors to the procedure.

The only purpose of the needs assessment seems to be to fill a "blank" in the application. The needs listed are stated very generally and they are about the same as the needs of regular-term MEP students. They also tend to reflect the array of services that can be provided: language development, content area reading, mathematics, music, art, breakfast and lunch, dental and vision screening, emergency medical treatment, swimming, and transportation.

Thus, while there appears to be a one-to-one match between needs and services, the needs listed stem from the services offered, rather than the other way around. At the same time, the reality and importance of most of the needs listed should not be downplayed. Instructional staff, for example, indicated that their students needed the enrichment and additional instruction offered by the summer program to catch up and keep up with non-migrant students, and the particular format being used was designed to work well with less-experienced children.

The state's role in determining the level of MEP services is only indirect. The state has a funding formula that encourages services to currently migrant students and direct instruction "contact hours." In addition, the state encourages (but does not otherwise support) use of native language instruction when that is the only way students can learn.

COORDINATION AND COMMUNICATIONS

Coordination

Most of the enrolled students are from local schools, and indeed the K-8 teachers appeared to know most of their students. Beyond this knowledge of the students, the fact that teachers also taught in the regular term, and that materials tended to be borrowed, there was no direct linkage between what students did in the regular term and the summer. In fact, teachers indicated that the thematic, whole language approach was significantly different from the instructional approaches used in the regular term.

The project has developed what appear to be effective ties with several organizations and agencies to help provide summer services. For preschoolers, services are provided under contract by the organization that provides Head Start during the regular school year. (There is no Head Start in summer.) For secondary school students, contracted services are provided through the community college.

For children in K-8, the recreation department provides swimming and arts instruction as part of its general community service (that is, the MEP pays as if these students were signed up individually in group instruction at a total cost of about $1,500). Recreation Department staff were involved early enough that they were able to attend preservice sessions to learn about specific needs of MEP students. The details were worked out to the mutual advantage of the MEP and the Recreation Department before the project started, and both agencies appear to be quite satisfied. JTPA's summer youth employment program is also involved; it provides a classroom-bus aide to each classroom. A few problems were noted; for instance, one or two of the Summer Youth Employment Program (SYEP) students did not show up consistently and were released, but otherwise JTPA and the MEP were pleased with how this involvement had gone this year.

There is little need for coordination between projects as most program participants are local students.

Communication

All in all, the project had served slightly more than 300 students directly or through contract. Based on reports from the teachers, the director, the HSC and the MSRTS clerk, it does not appear that additional information was sought on more than a handful of students. While the HSC indicated that she had been in touch with one sending district, only a small number of students (who were participating in a correspondence course with the University of Texas) were involved. MSRTS reports were requested for only one child this summer, for health data. As noted above, for the course/credit completion program for secondary students, the only information about students had come for about eight students from the local high school. For the bulk of the students, communication does not take place through any formal channels.

EXPENDITURES

Most direct funding comes from the state, but substantial amounts of resources are provided by USDA, JTPA, and the school district. MEP funds for 1990 totaled $88,366. While no dollar figures were available for the other services, the services provided by other agencies added a lot to that total. USDA provided breakfast, lunch, and snack (food and labor) for more than 200 students each day, namely all enrolled K-8 students and the preschoolers. JTPA funded six SYEP workers for classroom and bus duty. The school system provided the physical plant and the buses (though the MEP paid drivers and mileage).

MEP funds are allocated as follows.

Instruction	61%
Administration (including MSRTS)	11%
Support services (including recruitment)	7%
Transportation	21%

Levels of funding for local projects are determined on a formula basis, adjusted to fit the prior year. The project director indicated that he was urged to request funding that reflected the project's status at the end of the prior year in terms of FTEs and contact time.

Per-pupil expenditures break out as follows: based on 200 K-8 students in average daily attendance, 20 preschoolers, and 15 secondary school students, a total of 235 students is assumed. Per-pupil expenditures also are based on $54,417 for instruction out of a total of $88,366. On this basis:

$173 per pupil for instruction
$190 per pupil for support plus instruction
$281 per pupil for all MEP

The only issue pertaining to changes due to increased or decreased funding is the extent to which the project's budget is artificially constrained by the prior year's experience. By basing this year's operating budget on prior enrollment, only a certain number of staff can be hired, so only a certain number of students can be served regardless of the actual need. This, in turn, affects the coming year as well.

ADMINISTRATION

Organizational Framework

1990 Summer Program Staffing

Staff	Number	FTE	Funding
Administrator	1	1	MEP
Teachers	8	8	MEP
Teacher aides	10	10	MEP
Curriculum specialists	2	1	MEP
Recruiter	1	1	MEP
MSRTS Clerk	1	1	MEP
Librarian	1	1	MEP
Music instructor	1	1	MEP
Bus drivers	5	5	MEP
Custodian	1	1	MEP
Classroom assistants	6	6	SYEP
Recreation specialists	2	1	MEP/contract

In addition, three people at the community college work from time to time with secondary students, and there are three or four people working under contract at the preschool center.

The project is pretty much on its own in determining what to offer, when, and in what manner. The state sets funding expectations based on the prior year's activities and, by its funding formula, rewards direct instructional services (measured in terms of contact time) to currently migrant students, but projects can use funds so derived as they see fit. In addition, the state has a set of state-level objectives it expects local entities to respond to, although they tend to be fairly general. The state has not particularly encouraged preschool services or secondary student services, nor has it discouraged them. Indirectly, the state encourages the whole language approach through its technical assistance and training, and it dampens enthusiasm for bilingual approaches because it does not recognize a certificate in bilingual education.

Support from State or Region

During the period leading up to the project, it sought and received technical assistance on whole language and thematic-based instruction from the Interface Network via the state. In addition, follow-up training occurred and the Regional Resource Center participated in local training conducted by the local curriculum specialists. Teachers thought the training had been useful.

The state has provided training on MSRTS procedures during the past year, and on identification and recruitment. This is seen as routine by local staff. A statewide project provides overall MSRTS support for the project. The project has its own connection to Little Rock, but it is encouraged to work with staff at the statewide project for special reports or even to get records. It reportedly takes about six days to get records after a request is submitted. MSRTS was regarded as part of the background that involved a lot of paperwork locally and was not used much. Parallel information was kept on a separate data base for local reporting.

Local personnel had neither complaints nor suggestions about the state beyond desires for more money and annoyance at what was seen as an artificial limitation imposed via the budget on how many students they could serve in the summer.

Parent and Community Involvement

There is very little parent or community involvement in instruction. A few parents did help out in one second grade class for a few hours making stuffed bears, and parents were invited to an end-of-term presentation/assembly given by the students.

Beyond approving the application for the summer project, the parent advisory council was not reported to play a part in the project. No particular efforts are expended to develop or involve a summer PAC.

Pecan Grove
Summer Term

INTRODUCTION

Project Setting

The district is located in a sending state in the western stream and is about 40 miles northeast of a major city. The major crop in this area is pecans, which are harvested in the fall. There are also a number of agricultural processing plants. Many migrant families have found work at these places, and they have a relatively stable living situation. About two-thirds of the migrant families in the area are classified as formerly migrant.

The school district hosting the summer MEP has about 6,800 students in grades pre-K through 12 in nine elementary schools, two middle schools, and one high school. Overall the student population is 48 percent Hispanic, 43 percent white, and 8 percent black. Forty-one percent of the children are eligible for free or reduced-price lunch.

During the regular school year the district has an extensive Chapter 1 basic grants program that served 1,100 students in grades K-6, with a budget of close to one million dollars. The district's Chapter 1 migrant education program served 440 students during the regular school year with a budget of $205,000.

Project Overview

The 1990 summer Migrant Education Program operated at one elementary school. This school was chosen because the location was convenient, a state compensatory education program was already in operation there, the school was not undergoing renovation, and the school's principal was on contract for 12 months and so would be available to host the program.

The summer MEP spanned four weeks (June 11 through July 6), operating daily from 8:00 a.m. to noon. It served 94 students entering grades 1 through 6 (28 currently migrant students and 66 formerly migrant students). In addition, at the secondary level, 27 migrant students attended, 25 formerly migrant students and two currently migrant students. The summer MEP paid the tuition of some of these students, but could not cover all the students because of insufficient funds.

The elementary-level program is designed to provide intensive remediation and enrichment in reading, language arts and math. The five components of the migrant summer program are instruction, enrichment, meals, transportation, and parent training.

The program is open to all eligible migrants. Flyers are sent home to the families, and the recruiter makes home visits to those families without telephones to tell them about the program.

The parallel state compensatory education program at the school serves 300 students (also entering grades 1-6) with a very similar program to the MEP's, except that unlike the MEP, it has no aides or enrichment activities.

STUDENTS AND TARGETING

Characteristics

Eighty-eight of the 94 migrant students served by the summer MEP were Hispanic, four were black, one was white, and one student was Asian. Incoming ability levels appear to range from below grade level to a highly advanced level of competency.

Over the past 10 years, migrant education administrators have seen more Asians and more children coming directly from Mexico. The principal at the elementary school also has noticed that parents today tend to enroll their children in school right away; parents increasingly see school as important.

Identification and Recruitment

The migrant program has a contact person at each school. When a new family moves in, the school secretary tells the staff person at the campus--usually a MEP instructional aide--who then notifies the MSRTS clerk. In this district the MSRTS clerk is an individual well known in the Hispanic community who also informally recruits and helps refer new families to social services.

The official MEP recruiter works through the regular term and for 15 extra days in June. In June 1990, the recruiter worked with high school students, helping to obtain tuition money for summer school. She also recruited parents for a parent institute as well as elementary students for the migrant summer program.

A major obstacle in recruiting is finding the migrants at their home address; they seem to move frequently within the community. For example, MEP administrators sent a letter to all eligible migrants telling them about the summer program. About one-third of the letters were returned because of a wrong address.

PROGRAM SERVICES

Instructional Services

The summer migrant education project is targeted primarily for at-risk students in grades 1-6. Intensive instruction is provided to remediate identified deficiencies in language and mathematics. The key indicator of such deficiencies is failure to demonstrate mastery of the subtests on the state's assessment battery.

Each MEP class has one teacher and one aide. The teachers in this program give the students a pretest of objectives, and then teach those objectives that were not mastered. Below are examples of teachers' instructional approaches.

A certified first-grade math teacher and a certified first-grade reading teacher serve a total of 25 first-grade students. Each teacher has an aide. The reading teacher, a former migrant from the local area, chose five objectives to work on and spent two to three days concentrating on each objective. She uses English with all but one of her 25 students. Reading lessons take place in two groups; she works with one group and the aide works with the other group. Reading activities also include journal writing, reading with a partner, and story time. During the regular term, this teacher works with the MEP at two elementary schools, teaching in pullout sessions.

The first-grade math teacher uses oral, hands-on approaches, taking advantage of the smaller group sizes that the summer MEP makes possible. She is bilingual and has been teaching for 15 years, much of that time in the Chapter 1 basic grants program.

As another example, the math teacher for grades 4, 5 and 6 uses the pretest to select five objectives to teach. She has students who range from mildly mentally retarded to gifted/talented in ability. Having an aide helps greatly and allows her to work with smaller groups. She conducts math lessons in Spanish and English. During the school year she teaches bilingual classes in math and language arts, so she knows many of the summer school children.

Three enrichment activities were part of the 1990 migrant summer program. The first was an Hispanic artist who showed the children water coloring. The second was a storyteller, who teaches drama at the high school. The third activity was a field trip for all the summer participants to a nearby park.

Supporting Services

Mid-morning brunch is provided for all summer MEP and state compensatory education students. Bus transportation is also provided for all MEP and state compensatory students attending this school. The migrant education program pays for the transportation of the migrant students. State and district funds pay for the other students' bus service.

Rationale for Services

The state requires a profile sheet on each at-risk student. An at-risk student is identified on the basis of non-mastery of the state's assessment battery, being retained one or more grades, scoring in the bottom quartile on a standardized achievement test, excessive absences, or placement at an alternative school. The district estimates that out of 500 students at a given campus, 150 are at risk academically. These 150 students can be served by Chapter 1, special education, bilingual education, and/or the state compensatory program. School staff look at the profile sheet to determine the student's needs and the best placement for each student. In addition, the teachers in the summer MEP give their own assessment tests at the beginning of the program.

The district is committed to the goal to serve each individual child, and the migrant program is a supportive facet of this commitment. Summer MEP teachers reported they use students' assessment results to individualize their instruction. Having lower group sizes and aides make individual needs assessment more effective, and teachers take advantage of this.

The district's director of attendance, who has been in the district for 23 years, sees to it that children with needs receive such things as clothing and health care. To achieve this, the district taps local resources, not only for summer MEP children but for needy students all year long. Examples include the Lions Club, which provides school supplies (to 400 children in 1989-90); a steel factory whose shoe fund gave money for 35 children to get shoes); and a church that sends money regularly for medication. Other sources of medical help are the local welfare agency and a church-sponsored free clinic.

The district is also trying to coordinate services for all special-need students. The district's strategic plan includes references to combining the efforts of various special programs. For example, the directors of Even Start, Chapter 1 basic grant and migrant, and bilingual education have met to coordinate a series of 14 parent workshops together. As another example, a directory of district, city and county resources for at-risk children is being developed. The district's director of compensatory education (which includes the MEP) is compiling the directory.

COMMUNICATION AND COORDINATION

Regarding MSRTS, some district administrators see the value of a nationwide tracking system, as many of the district migrant students come without records. On the other hand, others see MSRTS as a duplication of effort, since the state has its own information system for educational records, and migrants are coded as such. MSRTS also is seen as creating administrative and clerical obstacles, and as not of direct service to children.

The district periodically receives updates from the MEP regional office on withdrawals, and the district also sends updates to the region. But district officials find they cannot wait for records and often have had to place new migrant students prior to receipt of the MSRTS record. They then use the MSRTS record to verify placement.

EXPENDITURES

The MEP budget for summer 1990 was $28,465. The percentages budgeted for each of the following functions are listed as follows:

Function	Percent
Administration	12
Instructional services	50
Support services	26
Identification and recruitment	3
MSRTS	2
Migrant Parent Training Institute	7

On a per-pupil basis, given 94 students enrolled, total MEP expenditures averaged $303 per pupil, and instructional/support expenditures were $230 per pupil.

ADMINISTRATION

Organizational Framework

The MEP's placement in the district organizational structure is as follows:

- Under the superintendent there are three assistant superintendents--for curriculum and instruction, personnel, and business.
- Under the assistant superintendent for curriculum and instruction, there are five directors--of special services (special education, bilingual), compensatory education, Even Start, elementary education, and secondary education.
- The director of compensatory education is responsible for Chapter 1 basic grants, Chapter 1 Migrant, and at-risk programs.

The Migrant Education Program in the past had been located within special education, and then as its own unit under the assistant superintendent for curriculum and instruction. Now it is located within compensatory education programs because the administration perceives a need to coordinate the MEP and the other special-needs programs. To give the migrant education program a higher profile, a migrant education handbook is being developed for staff and parents.

There was some sentiment expressed about voluminous MEP paperwork. This could be reduced, it was felt, if MEP funds were folded into the Chapter 1 basic grant program. Migrant children's needs were thought to be similar to those of the other Chapter 1 children. Under that alternative, the MSRTS/recruiter would still be kept, under the direction of the office that administers federal funds.

The 1990 MEP summer term positions were as follows:

Position	FTE
Migrant project director	1
Secretary	1
MSRTS data clerk	.25
Recruiter/home-community liaison	1
Teachers	6
Aides	6

The MSRTS clerk is a full-time employee during the regular term, with five extra days allocated for the summer term. The recruiter/home-community liaison is a full-time position in the regular term, with 15 extra days allocated for the summer term.

The summer program is staffed with both certified teachers and aides, but in the regular term nearly all the instructional staff are aides, because of low funding levels.

Support from State or Region

The director receives closer support from the region than from the state. The regional representative provides technical assistance, including assistance with MSRTS, and visits the district on a regular basis.

The director has more difficulty knowing whom at the state level to call for what kind of assistance. If she calls the SEA on a migrant education matter, she says it may take three or four different people before she reaches someone who can help her. SEA support appears to be fragmented, and responsibility for the MEP at the state level is divided. The director believes that different SEA departments handle evaluation, applications, program substance, and compliance.

Parent and Community Involvement

One component of the 1990 summer migrant program was a three-day migrant parent training institute at one of the elementary schools. Newspaper and radio announcements were used to publicize it. Twenty migrant parents signed up; 10 parents attended. (In 1989 they offered a stipend, and more parents came.) This program provided child care, transportation, and mid-morning brunch. The institute featured three workshops, from 8:00 a.m. to noon, on: (a) the process and technique of language development, (b) using appropriate instructional materials, and (c) motivation and self-esteem. The workshops were conducted by the district's bilingual supervisor, a principal, and the at-risk counselor at the high school.

The districtwide parent advisory council is not active in the summer term.

INTRODUCTION

Project Setting

This project is located in a northern state. Agriculture in the area is composed of two primary crops--landscaping plants and blueberries.

One nursery dominates the landscaping industry. The nursery is well established and provides relatively long-term employment to migrant laborers. The nursery provides housing for migrant laborers, which contributes to a stable work force. Nursery workers begin arriving in the district in May and June and return to Texas in November. Many of the same families return year after year.

Work in the blueberry fields is more short-term than the nursery work. According to the respondents, the working and living conditions of blueberry workers are much worse than those of the nursery workers. Blueberry workers come to the district only in the summer months, and their stay is often very short, sometimes only two or three weeks.

Most of the migrant workers and their children are from Texas, where they live in the same community. A few families have started migrating from Florida. The majority of families are of Mexican descent.

The summer migrant education project receives funding directly from the state and operates fairly independently from both the state and the district. While the director follows state guidelines, he sets the policy for his district's migrant program. The migrant project director is accountable to the district personnel director, and ultimately to the superintendent. The district, however, is not actively involved in the operation of the summer term migrant program. In the regular term, the director serves both the migrant and bilingual education programs. Since no summer term bilingual education program is offered, the migrant program is the director's sole responsibility in the summer months.

This project was approved and funded by the state following submission of an annual grant application. Since the project has served migrant students for several years, and the director was able to demonstrate a continued need, the grant was "automatically" awarded. Funding was based on the previous year's number of FTEs served.

Project Overview

The summer term migrant project for children entering grades pre-K through 9 operated in 1990 for the seven-week period from June 21 through August 8. The district identified more than 400 students for the 1990 summer term. Of these, the program served 231 children as of the first two weeks of the session. By the middle of the session, average daily attendance was about 150. About 95 percent of the participants are currently migrant. While there are settled out children of migrant workers residing in the district, district policy is to serve the currently migrant children first. According to the director, settled out children receive services in the regular term through other programs such as bilingual education and Chapter 1 basic grants.

Located at one school, the summer program offers reading, language arts, mathematics, social studies, art, music, library and computer services. Supporting services include health and dental care, nutrition, transportation, and recreation.

STUDENTS AND TARGETING

Characteristics

The majority of children in the summer MEP are Hispanic of Mexican descent. Age-to-grade comparisons could not be provided, although the project director indicated that many of the participants were below grade level. This disparity was reported to be more common among the children of blueberry workers.

Some of the children, particularly the younger ones, are limited English proficient. Most are bilingual. In previous years, there have been gifted and talented and special education participants, but not in 1990. In 1989 there was a special education teacher, but the position was cut due to lack of funding.

There have not been changes in the demographic profile of the migrant participants over the years, primarily due to the stable nature of the parents' work in the nurseries. There is a perception, however, that the children are healthier and have greater self-esteem than they did 10 years ago. Parents are more receptive to the idea of putting their children (particularly the older children, who could be working) into the migrant education program than they were 10 years ago.

Identification and Recruitment

Identification and recruitment is done mainly by the recruiter. She has been with the program six years; 1990 was her third year as recruiter. This recruiter migrates with the nursery workers from Texas and lives in housing provided by the growers.

Most recruiting is done in the spring. During the school day, when the recruiter is not in the "field" actively recruiting, she remains in the school to assist with the children. She is also the home/school liaison.

Recruiting the children of nursery workers has become somewhat routine over the years. Because the recruiter migrates with the families, and because it is a stable population, the recruiter knows the families very well. In fact, when the families are in Texas, the recruiter often is in contact with them, and she knows when they will be traveling to this district. In early spring, the recruiter gives the director estimates of the number of children who may be enrolled in the program. The recruiter and project director also monitor migration by reviewing MSRTS data to determine whether families stopping in Hope, Arkansas, list the project as their destination. The employer also knows how many families will be coming to work, and often has a list of names for the recruiter.

Recruiting the children of blueberry workers is more difficult. The recruiter visits the camps to identify participants for the program. These parents are more hesitant than the parents who work in the nursery to enroll their children in the migrant program. Reasons given for this hesitancy include: (1) Parents stay in the district for such a short period of time that they feel their children will not benefit from the program; (2) children 12 years old and up are needed to work; and (3) parents place less stress on the importance of education in these families than do the nursery families.

It is an exceptional circumstance that the recruiter is in the migrant stream. Moreover, this recruiter is totally devoted to the migrant families whether or not they have a child enrolled in the program. The recruiter assesses the needs of the families and makes referrals to the appropriate agencies (social services, health, medical, and so forth). The job of the recruiter extends past the regular school day; she is in continuous contact with families day and night, whenever she is needed.

The migration pattern has been the same for years and has not had a major effect on identification and recruitment.

PROGRAM SERVICES

Instructional Services

The school day runs from 8:00 a.m. to 2:00 p.m. Mornings are devoted to reading, writing, spelling, and mathematics, with a 15-minute mid-morning recess. Following lunch and recess, the afternoons feature stories, social studies, art, weekly library visits, weekly Scouts, and weekly computer sessions. Students are encouraged to brush their teeth after breakfast and lunch. Toothbrushing is part of some teachers' written daily schedules.

Library and computer services are the only instructional services that are contracted out. These services are provided on a part-time basis. The program director works with the librarian and the computer specialist to develop a curriculum to meet the needs of the children.

For the academic day there is one teacher per grade, except for first grade, where there are two teachers in two classrooms, and one teacher serves 6th-through-9th-graders. Fourteen aides assist in the classrooms.

In summer 1990, class sizes at the beginning of the session were as follows: 16 in pre-K; 39 in kindergarten; a total of 35 in two 1st grade classes; 26 in 2nd grade; 36 in 3rd grade; 23 in 4th grade; 18 in 5th grade; 38 in 6th-through-9th grade.

There was reported to be an emphasis on personalized instruction and help. Some teachers and aides have served for ten years or longer, and since many of the same families return, the adults know the children as individuals.

Supporting Services

All students receive bus transportation, breakfast and lunch, and health and dental services. A nurse from the Migrant Health Center visits the program to screen the children as they come in and to give shots as needed. The health department visits the MEP to do vision and hearing screening. There are many different health needs, but the children of blueberry workers are the neediest, in the nurse's opinion. They tend to have poor hygiene and nutrition, head lice, infected bites, and parasites. However, she noted, the WIC program has helped. One common ailment is a rash caused by pesticides. Many of the children go into the fields with their parents after school and come in contact with pesticides.

A dental van staffed by a dentist and hygienist visits the school several times during the summer. All children are screened and instructed in dental care. Those with serious dental problems receive treatment, but there is not enough money for routine treatment. Dental health is generally poor, and it is not uncommon for the dentist to treat very young children for severe gum disease. The nurse has been in the migrant education program 12 years and has seen health care improve, though lately it has been declining somewhat.

Rationale for Services

The academic needs of participants are assessed by classroom teachers. Each child is given a pretest using the state's own migrant reading and mathematics test, and is placed accordingly. The district attempts to use the MSRTS records to access achievement data from Texas, but it has been unsuccessful since the sending districts/projects do not use the system to enter achievement information.

According to project personnel, the more transient the child, the more intensive the service delivery. The children who move the most, mainly the children of the blueberry pickers, are far behind in reading and math, although their math scores are better than their reading scores. These children are more likely than the children of nursery workers to speak Spanish as the primary language and are more likely to require ESL instruction.

Each child is given a complete health screening, including inoculations as needed. The recruiter assesses the supporting service needs of the children when they are identified and makes referrals to the appropriate agencies. Once the children are enrolled in the program, they are given health and dental screening. The project conducted psychological screenings in the past, but these were eliminated because of funding cuts.

COMMUNICATION AND COORDINATION

There is some communication between the summer term and regular term personnel. Historically, most of the summer term teachers have not been employed by the migrant program in the regular term. Summer term teachers try to communicate with the regular term teachers at the beginning and end of the term about the needs and progress of the children. However, there is no formal process for doing so.

Other agencies are involved with the MEP. Supporting services provided by other agencies include health, dental, and nutrition. Health and dental services are contracted with MEP funds, while meals are provided by a USDA grant.

According to all respondents, coordination is good between the project and the migrant health clinic. All children receive a health screening during the first week or two of the summer term. A nurse is in the school building most mornings to handle routine health problems. Children with serious illnesses or injuries are referred to the migrant clinic.

Dental services are provided by a non-profit agency affiliated with the health clinic. A dental van with a dentist and hygienist comes to the school several times during the summer term. On the first visit, children are given instruction on proper dental hygiene. All children receive dental screenings, and those with serious problems receive treatment.

Coordination between districts is limited. The MEP tries to coordinate instructional services with the sending districts in Texas, but this has been met with limited success. The project director has attempted to contact several of the Texas schools, but has found school personnel unwilling to cooperate and often they are not around in the summer. MSRTS does not seem to work very well for this district in the summer term. The director noted that the system needs to be fine-tuned to respond to the needs of the local projects in an effective and timely manner.

EXPENDITURES

The total summer term allocation for 1990 was $125,000. The percentages budgeted for major functions are as follows:

Function	Percent
Administration	10
Instructional services	58
Support services	6
Identification and recruitment	3
MSRTS	2
Operation and maintenance	6
Pupil transportation	6
Employee benefits	9

There were 231 summer term participants in the first two weeks of the summer; average daily membership for the summer was 150 students. Per-pupil expenditures for instructional/support services were $533, and for all MEP expenditures they were $833 based on average daily membership.

ADMINISTRATION

Organizational Framework

The 1990 summer MEP staff was made up of the following individuals:

Position Category	FTE
Migrant project director	1.0
Secretary	1.0
MSRTS data clerk	1.0
Recruiter/home-school liaison	1.0
Health services provider (nurse)	0.5
Teachers	8.0
Aides	14.0
Custodian	1.0
Bus drivers (3)	3.0
Computer specialist	0.3

The project reports to the state, but there are few oversight/monitoring visits, and communications are infrequent. Over the years, the state has refined the reporting requirements, and the director does not feel overburdened with paperwork. While the state has final authority over project design and practices, the project director has almost total control over all aspects of the program, including setting service priorities.

Support from State or Region

The project director was critical of the relationship between the state and the project and did not believe the state was meeting its responsibilities well. The following comments were made:

- State consultants are not accessible.
- The state has an adversarial manner in dealing with the project.
- The state does not respond to requests from the project in a timely manner.
- Most of the staff in the state office assigned to the field have not worked in migrant education and know very little about the program.

In addition to the consultant who is to provide technical assistance to the local projects, the state meets twice a year with all MEP project directors. The project director does not find these meetings particularly useful. An association is being formed of directors in the western part of the state, so that they can be a more powerful lobby at the state level.

Parent and Community Involvement

In the summer term there is little parent or community involvement. An open house is held once during the term. Most of the contact with parents is done through the recruiter, who will speak with a parent about a child's achievements or problems.

The role of the parent advisory council in the summer term is very limited. The PAC meets only once; members are informed of what is going on in the program and are encouraged to advise on activities they would like to see implemented or the concerns they may have about the summer program. According to the project director, it is hard to get any parental involvement in the summer term because of the parents' work schedule. Parents need to work full days; sometimes seven days a week, to make ends meet; they just cannot take time off during the day to come to school.

Forest City
Summer Term

Introduction

Project Setting

The project is located in a small town in a sparsely populated area of a receiving state in the western stream. Most of the students in the project come from the host county, but the project actively serves students from three counties and is beginning to work with three other counties. With a small but growing county population of about 15,000, the local economy is based on agriculture (hay, grain, potatoes, mint, seed, and livestock), lumber and wood products, and increasingly, manufacturing, tourism, and recreation.

Some migrant agricultural work is available year-round in the area, but most work takes place during the traditional planting and harvesting seasons. Winter work includes tree planting, rock picking, and potato processing.

The county school district student population is 51 percent white, 38 percent Native American, and 10 percent Hispanic. The presence of a reservation contributes to the large Native American population.

In the state, the MEP is organized mostly through individually funded districts or counties. Some districts serve other districts, and some programs include multiple counties. While it is a receiving state, some sending occurs, particularly in the western part of the state, with pickers heading north or east to other states.

The project has been operating for at least 15 years (based on the memories of some staff), but it is not clear if there has been a summer program for all of that period.

The project was funded because of the large number of migrant students. The main catchment area has 1,107 eligible students as of July 1990 (and is believed to have a few hundred more who have simply not been identified). The area is home to the largest concentration of Native Americans and the second largest concentration of Hispanics in the state.

Project Overview

The project operates at one elementary school, with students bused in from the surrounding area. Plans made earlier in the year had included two satellite centers in other counties, but those were dropped to save money in view of the small numbers of students at those sites in each grade level.

As of July 1990, the summer project served 159 students. Precise data were not readily available on the migrant status of those in attendance, but there were reported to be about equal proportions of students identified as inter-state migrants, intra-state migrants, and formerly migrant students.

The project serves children who will be entering pre-K through grade 6 in the fall. A related project (not funded through MEP) serves 16 three-year-olds.

The main emphasis of the summer curriculum is on reading, language arts, and math. But the students also have some art, music, field trips and other activities built in. In addition, the buses taking children home stop to let many of them off at the local recreation center for swimming, though that is not part of the project.

The most significant supporting service (in terms of budget) is the home/school consultant (HSC), who is responsible for ensuring that participating students' health and related problems are dealt with. In cases of extreme need, the HSC also provides supporting services to eligible students who are not enrolled. There is no routine screening for health conditions, but some funds are available for emergency treatment. All eligible students in the state receive accident insurance. The USDA supplies breakfast, lunch, and a snack, and the MEP supplies transportation to and from school and for field trips.

STUDENTS AND TARGETING

Characteristics

According to the project manager, who is also the home/school consultant, nearly all the summer students are on grade level. One of the needs being addressed is to give these students a boost going into the next grade to keep them up with their peers. There was reportedly little difference in student achievement characteristics on the basis of their migrant status.

The students are mostly Hispanic, but there are also a few Native Americans and whites. Many of the Hispanics are Mexican by origin, but most live in the area now. Of the out-of-state students, most came from California, Idaho, and Texas.

About half of the students are limited English proficient, and none is listed as gifted and talented. It was estimated that about six students are special education students, but respondents could not provide a definite total.

Identification and Recruitment

Student identification and recruitment is done primarily by the HSC. In addition, the project has two part-time recruiters working in the outlying counties, but most of their efforts are directed toward building up counts for the regular school year. The HSC is housed at the project's central office, which happens to be the school where summer services are provided. The formal project director is principal of this school during the regular school year.

Most identification and recruitment occurs when students enroll in school. In addition, the HSC visits areas that contain low-cost housing, works with parents, visits growers, and gets referrals from other agencies. In not-previously-served areas, recruiters do some door-to-door recruitment.

For the summer program, students enroll voluntarily. The HSC said that many are encouraged to participate through letters and visits to parents, but the project has little control over who actually enrolls.

This summer, new recruiters began work in previously unserved communities. Their primary activity is developing contacts and local knowledge of where eligibles are to be found; this will lead to determinations of eligibility for the fall term.

Migration patterns have only a minor effect on summer recruitment, because it is a voluntary program. The key effect of migration patterns has been an overall increase in the number of eligible students in the past few years, which has increased the pool of potential summer students. More generally, the lack of low-cost housing in the local area has led to a diffusion of migrants throughout the region. This has led, along with the increase in numbers, to the addition of part-time recruiters who work the outlying areas.

Matching the summer schedule with crop and project schedules is not a problem. Most of the students who enroll in the summer program are there at the end as well. The major periods of active movement are March/April, October, and mid-winter.

PROGRAM SERVICES

Instructional and Support Services

Students attend classes three hours per day (8:15 to 11:15) for 30 days, with about five hours per week each of reading, math, and language. The 1990 summer session for students operated from

June 19 through July 30. Classes average about 26 students and two adults, for a 13 to 1 student/teacher ratio. Students in the visited classes appeared to be on task.

The uniqueness of MEP services derives from the facts that this is the only summer school program around, primary language is used extensively, and there is a focus on whole language instruction. From another perspective, however, the instructional program is deliberately similar in terms of subjects and contents to that of the regular school year.

Individualization takes place for support services much more than for instructional services, much as the case in a non-categorical classroom where most students do pretty much the same thing at the same time. In fact, several teachers indicated that they had little time to find out unique needs, abilities, and interests (except in the most obvious cases), and so tended to use larger group and/or cooperative learning activities.

Rationale for Services

The rationale for the particular mix of services provided stems from the needs of the children. Needs assessment for the project is relatively informal, involving some data on eligible students and their characteristics, but mostly relying on the views of project staff members and parents. In the application, the specific needs to be addressed are never stated, with the exception of "language," under the assumption (according to the manager of the project) that the program offerings (reading, math, language) reflect a consensus view of students' needs.

The needs of individual students are not specifically highlighted, although project staff indicated they tried to gear the specifics of instruction and support to the individual child's needs. The project personnel tended to explain their needs in terms of the characteristics and life circumstances of the children.

Specific needs that were reported included:

- Ensure that the students do not suffer "summer loss"
- Give a head start to preschoolers in such areas as classroom etiquette
- Provide summer reinforcement of learned skills
- Allow migrants the opportunity to be in the "majority" group in the school
- Improve English language skills
- Improve reading comprehension
- Develop math problem solving abilities

The instructional services offered fall mainly in the "more school" category. Curriculum materials and units are similar to those offered during the regular term, based on the premise that it is important to give MEP students a leg up. There is more attention paid to whole language and cooperative learning approaches, but the rationale seems to be one of making summer school more fun rather than meeting specific MEP needs. Primary language instruction is more common during summer than during the regular year, and staff are selected in part for their bilingual capability.

Instructional services do not depend on whether a student's migrant status is active or settled-out. According to the project manager, services are based on the needs of individual students, not on their migrant status. At the same time, he indicated that learning needs in general (especially language needs) tended to decrease over time, so settled-out students eventually would be less apt to be served.

No differences were identified between the needs of the summer MEP students and the regular MEP students. The services provided through the summer program are in fact designed to counter ongoing, year-round concerns such as always being in a minority, lack of English language proficiency, and the like.

The state has an indirect role in determining the extent of summer MEP services. The funding formula rewards services to currently migrant students and instructional contact hours. In addition, the state encourages (but doesn't otherwise support) use of native language instruction when that is the only way students can learn.

INTERPROJECT COORDINATION AND COMMUNICATIONS

Coordination

Minimal coordination takes place between districts even though this project serves students from several school districts across a six-county area. At the same time, about two-thirds of the students are from the county where the program is housed. Beyond recruiting students from the other districts for the summer program, there is no other connection. Nor is there much communication between the program and sending or receiving districts; for one thing, most of the enrolled students are home based in the county, and for another, the students arrive after the end of the regular school term and leave before the start of fall term, so local staff reported there is often no one in the sending or receiving districts to coordinate with.

Communications

There is very little communication between this project and other projects. If a student leaves the program before it ends, the project has a referral form it uses when the staff knows where the student is going. But actual use of the form is infrequent. The staff requests a folder on a new student from his or her prior district if there is a strong possibility that the child is a "special" student. And staff members have been in touch with a few districts in California, where some students come from, but these communications are infrequent and irregular. As explained by the project manager, by the time they would get the records in the summer, local assessments would have been completed--and the program may already be over.

The MSRTS data are not perceived as useful or timely. As one official said: "We really don't use MSRTS reports." The project does its own assessments before MSRTS records would arrive, and the MSRTS material "really isn't useful."

EXPENDITURES

All funds for the summer instructional operation come from MEP, although the district provides facilities and the USDA provides breakfast, lunch, and a snack. Further, Migrant and Indian Coalition funds support the program for three-year-olds. MEP provided $63,070 for summer 1990.

Funding priorities were reflected in the following expenditure proportions:

Instructional services	46%
Support services	32%
Identification and recruitment	17%
Administration	5%

Levels of funding for local projects are determined on a formula basis, adjusted to fit the prior year.

Per-pupil expenditures for MEP are based on the above breakouts. With 159 pupils in average daily attendance, per-pupil expenditures for 1990 were:

Instructional and support services	$310
All MEP expenditures	$397

Administrative overhead is a very minor part of the budget. The costs of intrastate and interstate coordination for the summer term are largely non-existent.

The costs of MSRTS amount to approximately $3,000 for the summer, mostly in the form of labor for a full-time terminal operator.

ADMINISTRATION

Organizational Framework

The formal project director has little to do with the day-to-day operation of the program. Most of that is in the hands of the HSC. One of the teachers serves as a lead or resource teacher and receives a small amount of additional funds. Everyone reports to the HSC, and the HSC reports to the director.

	Number	FTEs
Administrator	1	0.25
Teacher	8	4.00
Instructional Assistant	7	3.50
Home/School Consultant	1	1.00
MSRTS	1	1.00
Recruiter	2	1.00
Bus Driver	3	2.33

The project has a great deal of autonomy, as is generally the case for projects in this state. While the state sets some boundaries through provision of statewide goals and objectives and by setting funding levels, the details are up to the local projects. This project is largely on its own in determining what to offer, when, and in what manner. The state sets funding expectations based on the prior year's activities and, by its funding formula, rewards direct instructional services, but projects can use funds so derived as they see fit. In addition, the state has a set of state-level objectives it expects the local projects to respond to.

Support from State or Region

Local personnel had no complaints or suggestions about the state. During the period leading up to the start of the project, the project staff sought and received technical assistance on instructional design from the state. This occurred at the beginning of the project during two scheduled in-service days. The state has provided training on MSRTS procedures during the past year, and on identification and recruitment procedures. This training is seen as routine by local staff. The project has its own connection to Little Rock, but it is encouraged to work with staff at the state agency for special reports or even to get records. MSRTS was regarded as just a part of the background that involved a lot of paper work locally and was not used much. Locally, parallel information was kept on a data base for local reporting.

Parent and Community Involvement

There are virtually no parent or community activities for the project during the summer. The students do go to several community cultural affairs during the summer, but the affairs would exist without the MEP students. For parents, there is an end-of-school dinner hosted by the MEP.

There are no parent advisory council activities in the summer; after the PAC chair signs off on the application (in February), the formal role of the PAC is completed.

Summer Institute
Summer Term

INTRODUCTION

Project Setting

While this project is technically run through a school district, which serves as the fiscal agent, the project itself operates statewide and independently. Beginning in the summer of 1986, the state implemented a migrant summer institute at a college in a large city to serve migrant students from all over the state. Three migrant summer institutes are currently funded, but this report focuses only on one of them. The state determines the need for the number of institutes based on MSRTS data and the availability of funding.

The first year, roughly 300 migrant students attended summer institutes; in 1990 roughly 500 attended one of the three. Students do not necessarily go to the institute closest to home, since institute programs may concentrate on particular needs. For example, all LEP students are served at one institute.

Project Overview

This summer institute enrolled 99 students in the 1990 residential six-week program. Almost all of them are currently migrant students, as the selection process focuses on currently migrant students and only allows formerly migrant students as alternates for currently migrant students who decline to participate. Students are entering grades 9-12. Academic subjects offered include language arts, reading, math, social studies, science, introduction to computers, fitness, health and drama.

Supporting services include health services, counseling (academic, personal, and career awareness), and social/cultural. Social/cultural covers a wide array of activities. For example, every Saturday there are field trips. The institute attempts to give students a "total school experience" that they otherwise usually miss; thus they hold Olympics and talent shows, elect student government representatives, celebrate the 4th of July, develop a yearbook, and hold a banquet at the end of the session with graduation exercises for those students earning enough credits to graduate while at the institute.

The director has been with the institute for five years, as teacher and director. During the regular school year she is a high school teacher.

STUDENTS AND TARGETING

The student selection process described below is conducted comprehensively for all three institutes.

1. The State migrant education office produces an "AT RISK" list of migrant students that is used to qualify students statewide. The information is taken from MSRTS, and is based on the pool of currently migrant students who have been in the state (summer only residents are excluded) during any time in the last two school years.

   Three broad considerations are taken into account and receive equal weight:

   a. age and grade placement (number of years behind);

   b. attendance and school interruptions; and

   c. performance indicators (standardized test scores and number of Ds and Fs).

   The risk index is based on a scale of 1 to 100 and is the sum of points awarded for the various characteristics noted above. A mean risk value is calculated for students in three different grade groups: grades 3-6, 6-9, and 9-12. Then a confidence interval cutoff score is calculated. Students at or above the cutoff are selected and then rank-ordered from the highest risk to the lowest.

   This list is produced three times a year. The one used for purposes of summer institute selection concerns only secondary students and is produced in February.

2. The list of students eligible for the summer institute is broken down by district and the appropriate names sent to each district. The district interviews every student on the list to verify information and have an application filled out. District personnel may correct information and add or delete names from their list based on the information they collect at this point.

3. This revised list, along with documentation for special requests, is sent back to the state and on to a panel composed of regional representatives and one migrant advocate from each district with an MEP. After they have corrected any errors and considered special requests, they produce a final ranking of students by need.

4. The state director reviews this list and sends letters to parents of selected students via district coordinators.

In sum, only currently migrant students can actually be selected for the institutes by this process. However, after all currently migrant students in greatest need are selected, a list of alternates can include formerly migrant students. Further, some students who have not actually failed courses needed for graduation but who are behind or show other needs may be selected.

This year about 30 percent of the students were returning for their second institute. These students are farther behind, and thus receive higher rankings of need.

PROGRAM SERVICES

Instructional Services

Students generally receive five contact hours per day of instructional services five days a week for six weeks. This totals 150 direct instructional hours over the course of the program. Each class is taught by a certified teacher with a pupil/teacher ratio of about 10 to 1. Many classes also have teacher assistants (usually college students); whoever wants one gets one, but some teachers apparently do not want one.

Students must complete a minimum of one-half and a maximum of two credits of required courses (for example, courses they have failed). If a student is repeating a failed course, he or she must complete 60 hours to receive one credit, or 30 hours for one-half credit. If the student is taking a course he or she has never had before (and thus never failed)--referred to as an "impulse course"--he or she must complete 120 hours to get one credit (or 60 hours for one-half credit).

One of the teachers interviewed, a biology and physical science teacher, teaches three classes a day. In each class, both biology and physical science are taught, one subject on one side of the classroom and another on the other side. The teacher and the aide take turns on different sides of the classroom. Of the three classes, one has 13 students, and the other two have five students each.

In addition, three hours of activities are scheduled during the evening hours, some of which are academically oriented, such as the homework/tutorial hour. At this time students can make up class time for excused absences (e.g., doctor visits) or attend counseling.

Supporting Services

The institute offers a comprehensive array of supporting services including health services, counseling, and social/cultural activities. There is a doctor on the institute staff who runs a rudimentary clinic. Most health services are received through the local hospital emergency room after the doctor has made a visual diagnosis that critical care is needed.

The state of students' health records is perceived to be a problem. The doctor says that MSRTS is complete only until the end of elementary school, when information gets much more sketchy. If a student moves to a different state, an attempt is usually made to update the MSRTS health data. But for these students who are staying around for the summer, unless they have had a really serious problem, no one updates the information. The MSRTS clerk says she does update the health records, but only for the 10 to 20 percent of students who have serious health problems. While every student who attends the institute must see a doctor and have him fill out a health form before they arrive, the information on this form is very general, usually filled out by a nurse practitioner, and of very little use to the institute doctor.

Academic guidance counseling takes place in at least four half-hour sessions with certified guidance counselors. Personal/social counseling for students is usually held during the evening hours with the residential counselors, who are also evening academic tutors. They are college students. The institute also offers career awareness counseling in afternoon sessions with guest speakers, featuring former migrants if possible.

Social/cultural services include at least one field trip a week to such places as a space center, the zoo, and a vocational-technical center.

Students receive $15 per week in spending money. They receive this only after a weekly report detailing student progress/problems has been signed by their teachers and guidance counselors.

Students also receive a stipend of $75 per week for the six weeks they are at the institute. This is not given to them until the end of the session, and is contingent upon hours spent in class. This stipend is an inducement for parents to let their children participate in the institute and is supposed to compensate for the money they could make if they were in the fields. This is paid for by JTPA. Students' transportation is also paid for by the institute.

Rationale for Services

There is a direct link between individual students' needs assessment and the services they receive, since the main goal of the institutes is to help individual students gain the credits they need to graduate. Individualized needs assessment is conducted both during the selection process and at different points during the summer institute program. During the selection process, students are ranked according to need on the variables noted earlier (age-grade discrepancy, number of Ds and Fs, and so forth). The panel also determines individual needs, mainly of students near the cutoff score for selection.

Institute staff review student applications to decide which students need what courses. This information is verified when final report cards are received by the institute. In addition, an "Individual Plan of Action" is filled out by guidance counselors and reviewed four times (during the six weeks) with each student. This plan reviews grades and credits needed as well as problems, goals, and strategies for dealing with problems during the coming school year.

COMMUNICATION AND COORDINATION

The institute receives a folder of information on each participant from the state and resident school district. The folder contains: an application for admission that the student's regular term MEP staff has filled out. The application includes those courses the student needs to complete at the institute, the MSRTS educational record, MSRTS health record, the current report card and transcript, as well as a subjective assessment of the student's need to attend the institute. About two weeks after the institute begins, the student's final report card is sent to the institute.

While at the institute, an individual plan of action is completed for each student and reviewed four times during the six weeks. This plan, along with the other information in the student folder (application, etc.) is given to the MSRTS clerk so that she can update MSRTS records for the institute.

The only complaint expressed about coordination was that by the time students' final regular year grades reach the institute, it is a logistical nightmare trying to switch students into different courses if the students didn't fail what they were projected to fail.

MSRTS generally did not spark complaints; MSRTS data are perceived to be accurate enough in producing the "at risk" list during the student selection process.

The institute doctor thought the health records were not accurate for secondary students. Still, he said MSRTS is much more useful to him than the health form the state requires of each student, via a doctor's visit, to enter the program.

EXPENDITURES

The institutes are funded by MEP funds, JTPA (which provides the $75/week stipend to parents), and a state food and nutrition program (which reimburses a percentage of the food costs for students eligible for free or reduced price lunch). The state department of education allocates funds to the school district that is responsible for hiring and paying most of the institute staff. The district contracts with the college for room and board.

For the 1990 summer session, the total budget was $440,946. Per-pupil expenditure, based on 99 students enrolled and on funds from all sources, was $4,454. Below is an approximate breakdown on how funds were used, and corresponding per-pupil breakdowns:

Direct instruction (teachers, counselors, tutors) Per-pupil expenditure = $1,451	$143,652.50
Room and board Per-pupil expenditure = $1,185	$117,348.00
Support services personnel (residential counselors, director, other admin/clerical) Per-pupil expenditure = $454	$ 44,919.00
Stipends, insurance, field trips Per-pupil expenditure = $829	$ 37,100.00 plus about $45,000 from JTPA
Travel, materials, supplies Per-pupil expenditure = $535	$ 52,927.00

The cost of MSRTS (not included in the above budget) is only the salary of the clerk during the summer, roughly $3,000.

ADMINISTRATION

Organizational Framework

The 1990 summer program staff was composed of the following individuals, all full-time:

- 26 teachers;
- 11 teacher assistants;
- 12 residential counselors/tutors; and
- 5 administrative/clerical positions.

This excludes staff of the college, such as food service and maintenance.

The institute staff are usually employed by the resident school district during the regular year. Once at the institute, they tend to return; in 1990, half of the teachers had been there at least two years. As noted earlier, it is not necessary to have worked with migrants, but certification is a requirement for teachers and guidance counselors. These staff go through the same application procedures as do staff for the regular school year program.

Support from State or Region

The state is viewed as helpful and meeting its responsibilities in providing guidance about the institute. A workshop is held prior to the institutes so that those involved in administration can share their experiences, problems, and solutions.

A monitor from the regional office visits the institute three times a week throughout the six weeks. The visits, which are fairly informal, are to ensure that the students and counselors are not experiencing problems in day-to-day life at the institute. The monitor collects no formal statistics but keeps abreast of unusual situations.

Parent and Community Involvement

Parents are invited to visit the institute on Sundays. A few do, but most have moved for summer employment. There is no other parent involvement at the institute and no parent advisory council.

Northfield
Summer Term

INTRODUCTION

Project Setting

The economy of this large county in an eastern-stream receiving state is based on agriculture, forestry, and associated processing industries. The summer project is located in a small town within the county. The community and surrounding areas are economically depressed, with 13 percent of families in the county below the poverty line and unemployment high.

Potatoes are the primary crop, but nearly all workers for that crop are local, and the process is highly mechanized. Broccoli was selected as an alternative crop to diversify the economic base and take advantage of the local geography and climate. Success of the broccoli crops is likely to lead to a major expansion of the number of migrant students in the county for the summer.

This project serves children of workers involved in harvesting broccoli. Planting begins in late spring, though few workers with families are employed; most migrant families arrive in late June and stay through the end of October.

Workers with children harvest broccoli for one local grower and live in a trailer park. Since they stay until the end of October, the school-aged children enter public school in September for two months.

This project is administered by subcontract with a school district (and subsequently further subcontracted to the local county's community action program). The program was funded by the state because there was a group of readily identifiable migrant students there for a period of several months. The state runs two summer migrant education programs: one large, established program serving more than 300 children; and this relatively new, small project (about 50 children).

This project began on a very limited basis four years ago with a recruiter/community service assistant providing tutorial and family support services. The year 1990 marks the second year of an in-school summer program. The change resulted from a rapidly increasing number of students. The 1989 project served 39 students age 6 months to 12 years old. In 1990, 48 were enrolled.

Project Overview

All students are currently migrant and are served at one site. The project serves children from infancy up through about age 13, or the summer before students enter 7th grade. The three general age groupings are as follows:

Infants and toddlers	12 children
Preschool	18 children
Entering K-7	18 children

The infant/toddler program provides day care. Preschoolers receive play-based experiences and instruction. School-age students receive a full-day mix of reading, English, math, art, music, and recreation. Supporting services offered include health screening for all students, transportation, two meals and two snacks each day, and linkages to health care providers.

STUDENTS AND TARGETING

Characteristics

With students served in three age-range groups, it is difficult to generalize about their grade-level achievement status. The staff thought the toddlers and preschoolers were a little ahead of the similarly aged children they worked with in Head Start during the regular year. The school-age teacher could not make a comparison.

The students in the program are all from "Texico"--the Brownsville, Texas, area on both sides of the border. One of the problems faced is that the small town in which the school is located has very little support for Hispanics. Some reports told of outright bigotry directed at the migrant families and the employing grower. At the same time, it was also pointed out that these workers with families were accepted by the community much more readily than prior groups of single male Filipinos and black Floridians.

A few of the students fall into special populations. Of the 18 school-aged children, teachers said they had evidence from the students' records that four were gifted and talented, none needed special education, and one or two needed compensatory education services. While some spoke English, all were limited English proficient.

Identification and Recruitment

Identification and recruitment are performed by a part-time recruiter who is paid directly by the state MEP. This function is housed in the local community action program office. The recruiter reports on a day-to-day basis to the local MEP project coordinator.

The recruiter has arrangements with the grower who employs "Texican" migrants, so he is informed about their arrival dates. Recruitment tends to be a batch process, as most come within a few days of each other, and all the migrant families live in the same mobile home park, one in which only migrant families live. A few new migrants come to replace some who left, or to meet an increased demand for workers; recruitment of their school-age children is handled routinely at their trailer park.

The recruiter indicated he had traveled to all likely places in the county, but had been unable to find other migrant families for the summer. (There are eligible migrants in the county during the regular term.) While other growers use migrant workers, the only workers with families are the ones living in this one mobile home park. The recruiter did say he had been informed by several growers that they would probably start looking for workers with families now that they had seen how well the summer school worked and how hard the families worked. The project coordinator also foresees increases in the number of migrant families with children being drawn to the area near this school, as broccoli crops are expected to increase and growers note the success of Hispanic workers with families. Thus, in the future, identification and recruitment for the summer will require more extensive activities.

The crop and project schedules do not match completely. The broccoli schedule, with most families coming in during late June, matches well with the start of the summer project. A problem arises at the other end, however, since the families remain until the end of October--two months into the school year. Since the students are clustered into one catchment area, it places a short-term burden on local facilities for day care, preschool, and elementary school. (There are just a few secondary-age children.) Several interviewees reported there had been a lot of resentment expressed last year by parents and school staff about "those students" crowding the schools. District personnel indicated they had dealt with the problem by providing cultural awareness inservice (and by unspecified personnel transfers).

PROGRAM SERVICES

Instructional/Support Services

MEP services are provided for 10 hours a day (7:30 a.m. - 5:30 p.m.) for eight weeks. The student/adult ratio in the school-age room is about 9 to 1. At the preschool the ratio is about 5 to 1. For infants and toddlers, the staff had many more infants than they had expected; they expected three or four and received 12. The infant care section has a ratio of about three babies per adult caregiver.

Frequent local field trips provide new experiences. Recreation, including swimming and gymnastics, is provided for the school-age children at the school site and at a local park (through the county recreation department). There is ongoing discussion, both within the project and between the project and the district, about the appropriate emphasis to place on academics versus other experiences (projects and field trips, for example).

MEP summer services are unique in their use of Spanish and in the length of the school/child-care day. The district does offer a summer school to non-migrant Chapter 1 students, but it is in English and does not last as long per day or in overall duration. The focus on academics is similar in the MEP and regular Chapter 1 summer programs.

Rationale for Services

The rationale for services provided stems from the staff's perception of the children's needs. A formal project-level needs assessment is not conducted. The needs of the children in each of the age groups are inferred by project staff based on the characteristics of the students as informed by the experiences of the staff. (The staff, it should be noted, has much more experience with the infants/toddlers and preschoolers than with the school-age children.)

By age group, the inferred instructional and support needs are the following:

Infants:	Nurturing human contact, mobility, related developmental skills.
Preschool:	Creative play, language development, and manipulatives.
School-age:	Academic skills, English, and hands-on experiences and projects.

Individual needs assessments, somewhat informal ones, are carried out for each new student by the classroom teacher along with one of the infant teachers, who is also a nurse. These assessments are primarily designed to uncover very unusual educational or health conditions.

In short, services are provided in response to the inferred needs of the children. For example, for the K-7 group, Spanish-speaking staff are available for instruction and support services. Instruction for this group includes a focus on English along with writing and other basic academic skills.

Cooperative learning is used extensively, though more from the logistical need to deal with all the K-7 students in the same room than for pedagogical reasons.

Both the state and the district play a role in determining the level and content of services to students. In general, while both entities are involved in the summer MEP, the day-to-day direction taken by the project is mostly up to the project staff. The state MEP director visits the project frequently to provide advice and to help resolve problems, and before the project started last year the state project director worked with the local director to determine appropriate education strategies. As a result, the overall approach of the project reflects state perspectives.

The district has less of a role. As fiscal agent for the project, it could exert control over some aspects if it chose, but it does not do so.

Coordination and Communications

Coordination

Within the district there is some minimal coordination due to the migrant children entering school in the fall for September and October. Because of problems during the previous year with some of the regular school staff expressing resentment at having the MEP students in their classes and not being trained to work with them, the project has made specific efforts this year to provide information about each student to the teachers they will have during the regular term. There is no other coordination with the regular term program in the host district.

A limited amount of coordination has occurred for individual students between the project and their sending/home districts. In a few cases, according to project staff, they have been in contact to obtain records, but they did not indicate the records had affected the services provided. The most notable case of coordination involved working with the home-base district to ensure that a gifted and talented student was properly credited with summer school to preclude his being retained in the home district.

There is an agreement with the local recreation department to offer recreation opportunities for the MEP students. This does not involve formal roles and responsibilities. Rather, the recreation department staff tries to assist by scheduling its programs to fit MEP needs. They rescheduled a gymnastics program, for which the project paid the fee for each MEP student, so that MEP students could participate along with non-MEP children.

Communications

Most staff knew little about MSRTS and no terminal was on site. Information retrieval and other MSRTS functions are performed by the state. There had been little reason to use MSRTS for those who did know about it. For 1991, there will be an on-site terminal, and all staff are to be trained. This move has been made by the state because it expects the numbers of students to continue to increase rapidly. For this year, the project director was not able to cite one instance in which MSRTS-based information had been used.

EXPENDITURES

The total amount of the MEP budget for this project for the 1990 summer term was $48,365. In addition to this amount, the state MEP paid the half-time salary of the recruiter directly and handles the MSRTS for the project. The district provides facilities, equipment, supplies, and school buses (with the project paying rent on the buses). The community action program provides materials, particularly for infants/toddlers and preschool, and USDA provides food and labor for two meals and two snacks daily.

The expenditure proportions for the $48,365 are as follows:

Administration	4.7%
Instructional services	63.6
Support services	9.7
Supplies/rentals/benefits/utilities	22.0

Based on a total budget figure of $48,365 and 48 children served, per-pupil expenditures would come to the following:

Instructional and support services:	$ 739
All MEP expenditures	$1,008

It is somewhat difficult to compare MEP summer project expenditures to those of other categorical programs. According to a district official, the Chapter 1 summer school's per-pupil expenditure is about the same for instruction, but the MEP project does other things too, and so costs a little more per pupil.

Overhead costs appear to be small. There is no cost to the project for intrastate/interstate coordination or for MSRTS. The state handles MSRTS, and the project is too new and out of the local mainstream to engage in coordination activities. At the same time, the project director does meet every week or two with the state director, which takes some time and occasional travel expense, but the amounts are not large.

ADMINISTRATION

Organizational Framework

Position	Number	FTE
Director	1	1
Recruiter	1	.5
K-7 teacher	1	1
K-7 aide	1	1
Infant/preschool teacher	1	1
Infant/preschool aide	1	1
Administrative assistant	1	1
Family service aide	1	.5
Bus driver	1	1
Food service	2	2
Recreation/class assistant	2	2

With the exception of the food service personnel, these staff report to the local project director. The fiscal agent for the project is the district, and an assistant superintendent and the project director share fiscal accountability.

The project appears to operate independently of other local or state organizations. This autonomy is somewhat more apparent than real, however, as the state MEP had a major role in designing the summer project, and the district forecloses some options simply by the facilities and other support it provides. Nonetheless, on a day-to-day basis, the project operates largely on its own, with the state and district attempting to facilitate the local decisions rather than restrict them. For example, as of the time of the visit, the project and state MEP had yet to prepare an agreement/application for the project, and project reporting seemed to be very informal--consisting primarily of counts of students by types of services (presumably to enter into MSRTS and prepare state performance reports). The state MEP director visits the project almost every week, but as a colleague and facilitator more than as an administrative supervisor. Reasons for this informality are that the local and state directors know each other, there is only one other summer project, and the local director is technically within the organizational jurisdiction of another state agency during most of the year.

Support from State or Region

The only technical assistance or training for staff that appeared to take place involved recordkeeping on numbers of hours and subjects for reporting to the state. Other "training" was more in the form of collegial discussion and assistance. The state MEP's role in training was minor.

The state MEP handles identification and recruitment for the project through a locally housed but state-employed part-time recruiter. While he technically reports to the state MEP, he is effectively a member of the local project staff. The state MEP also handles MSRTS entry, but the project is responsible for getting information to the state. The project reported no use of the MSRTS data.

The state appears to be meeting its responsibilities to the project. The local director indicated she had no problems with the current state role of "assisting, troubleshooting, funding, evaluation, and monitoring."

Parent and Community Involvement

There is no parent involvement in instruction. The only activities in summer 1990 involving parents were an open house at the school and a cook-out at the camp. Community involvement also is nonexistent, and this is one of the major priorities for next year. The project staff pointed out that nearly all of the parents work in the fields during school hours; and the community still has not welcomed these families enthusiastically.

There is no summer program parent advisory council, nor is there any other administrative involvement by parents.

INTRODUCTION

Project Setting

This project is located in a rich agricultural valley in the western stream. The east side of the valley grows stone fruit (peaches, plums, nectarines), oranges, and grapes. On the west side are row crops--cotton, tomatoes and some grain--as well as grapes.

The growing season is primarily in the summer. Many migrant workers leave in winter; however, there is some work in the area almost all year round. The grape season spans August through October/November. During December through February/March, there is pruning and tying the vines. In February/March the fruit trees are thinned, and in April/May, plums, peaches, and tomatoes are picked, and broccoli, lettuce, and cabbage are cut.

Many of the currently migrant children arrive in the community in March and April and leave in October. Most movement is within-state, though there is also movement to and from Mexico.

Overall enrollment in the school district stands at about 5,000. There are 10 schools--seven elementary, one junior high, one senior high school, and one alternative high school. The district's student population is about 60-65 percent Hispanic, about 30 percent white, and the remaining students are black or Asian. Over three-quarters of the students receive free or reduced-price lunches. At the school that houses the summer migrant education program, about 95 percent of the children receive a free or reduced-price lunch. The number of limited English proficient students districtwide continues to increase each year; it is estimated that there were 780 identified LEP students in 1989-90 and 920 in 1990-91.

The district exists within a regional migrant education structure. The regional office covers 30 school districts, 18 of which have summer migrant projects. The region serves about 18,000 K-12 migrant students in the regular term and 10,000 K-6 students in the summer term.

The migrant education program in the district is administered cooperatively with the regional office. The district assumes responsibility for the instructional aspects of the program, while the region is responsible for the supporting services. The region reimburses the district for its instructional services. This arrangement seems to work well here; the regional director and the summer MEP director in the district have a longstanding professional relationship.

Project Overview

The MEP summer program operated in 1990 from June 18 through July 27, from 8:00 am to 2:30 pm. The program served 239 students--114 currently migrant students and 125 formerly migrant students--who had just completed grades K-6.

All identified migrant students are offered the opportunity to participate in the six-week summer school project. A letter is sent home telling parents about the project. This summer, the 239 who enrolled represented about half the identified population--the largest proportion the project has experienced to date.

For each grade-level group, classes are taught by one teacher and one or two assistants. Class size averages about 20 for grades 5 and 6 and about 35-40 per class in the other grades.

The program's components include instruction in reading, math, and other language arts; computer lab; music, art and drama; one week of sleepaway camp for 6th graders; health services; breakfast and lunch; counseling; transportation; swimming; and "packets." Each child has a packet containing reading and math booklets, a journal, and perhaps other materials geared to the individual child. The child and the resource teacher or classroom teacher go over the packet together, maintaining it regularly, and later passing it along to the fall teachers.

STUDENTS AND TARGETING

Characteristics

In the 1990 summer term there were 480 identified migrant students in the elementary grades in the district; 239 enrolled in the summer MEP. Most of the students are Hispanic. In recent years, more of the children have been coming in with little or no English proficiency. The district had been made up primarily of formerly migrant students (60 percent) in past years. Recently, however, the district has been getting higher proportions of currently migrant students.

Many of the students have scored below grade level on the California Achievement Test. In addition, the students are reported to have dental and health problems.

Identification and Recruitment

Identification and recruitment is primarily the responsibility of the home-school liaison, who works in both the regular term and the summer term. During the regular term she has a community liaison staff person to help her for two hours a day. The community liaison (who in addition works six hours a day as an instructional aide) makes home visits in the afternoons or evenings.

The primary source for identification information is the emergency cards that parents fill out. If a parent notes that his or her occupation is "farm labor," the school secretary contacts the MEP home-school liaison. The HSL then calls the parents and asks two screening questions--whether they recently moved to the district, and whether they do agricultural work. If the answers are yes, the family is visited, asked further eligibility questions, and told about the MEP services at their school site.

If a classroom teacher or the MEP resource teacher is assigned a child who has just moved into the district, the teacher will contact the MEP staff, and the HSL will follow up. School personnel also will call her if a migrant child has not been in school, and she will call or visit to see if the child has moved.

In the summer term, the HSL spends the first week working with families who have just arrived and have found out about the summer MEP from other migrant families.

The HSL believes the project does a good job of finding eligible migrants. All district staff are aware of the migrant summer school project. The schools want the MEP help, especially as they increasingly serve children who do not know English and may not have been in school before arriving in the district. The HSL finds families to be receptive to the migrant program; they want something better for their children and are grateful for any educational help.

The migration patterns tend to be fairly regular, with many of the currently migrant students coming in March and leaving in October. And many other migrants stay in the community, since it is centrally located and the men can drive to the nearby farming communities and keep the family in one place. These factors contribute to a relatively stable identification and recruitment process.

PROGRAM SERVICES

Instructional Services

The MEP summer school program focuses on remediation and enrichment in language arts, reading, and mathematics. Summer school is restricted to grades K-6 because of limited funds, and because the high school has a regular summer school at no charge to those who have not passed proficiencies and many older children work in the fields.

Pupil/teacher ratios vary somewhat by grade. In kindergarten, considering the teacher alone--without classroom aides--the ratio is 41 to 1. Counting the two full-time aides, it is about 14 to 1.

For first grade, in the morning there are two certified teachers--one with 24 students and the other with 23. Each teacher has an aide. In the afternoon, one of the first-grade teachers continues with all 47 students and three aides. The second grade teacher has 40 students but is assisted all day by two aides. The other grade levels have at least one teacher and one aide; class sizes in grades 3 to 6 range from 22 to 38.

In addition to the summer MEP's teachers and classroom aides, four Mini-corps aides and eight work-study students (six in the MEP classrooms, one in a kindergarten intervention program, and one with the custodian) work with the projects. Mini-corps consists of formerly migrant college students with at least a 2.5 grade point average.

Work-study aides come in through the local JTPA summer youth employment program. They help in whatever ways they can under the teacher's supervision. They help the children with reading and math, read stories to them, do clerical tasks for the teacher, and take the children to the library or the swimming pool.

Supplementing the daily curriculum during both regular and summer terms are "packets." Every K-6 migrant student receives a packet of instructional materials, a service provided by the region. The rationale for this activity continuing through the summer is to avoid a summer dropoff in learning. The packets are made up and replenished throughout the school year and handed to the children during the last week of school. They consist of a reading book and extender (to answer questions about the book), a journal to write in, and a math booklet and extender. Other materials may also be included.

Two regional staff members work in the district's summer migrant program specifically helping students with their packets. One is paid for 25 days and the other for 15 days. The packet staff work with children at the school and at home with their families.

The summer project features a computer lab containing seven computers, which is open from 11:00 a.m. until 2:30 p.m. Groups of seven to 14 students come in from their classrooms to work with the computers for one-half hour. The computer aide sets up programs for them, and they may choose what they want to do under the aide's supervision. The computers are the property of the school; the migrant education program has bought most of the software over the years.

Supporting Services

The USDA provides breakfast and lunch, and free bus transportation is provided to summer MEP students on a contract basis. Limited health services at the school site consist of a nurse employed by the region who visits the project one day a week. The focus is on health education, and she spends much of her time in the classrooms working with children. She tries to visit two classrooms each week to talk about safety, hygiene, first aid, and dental care.

Summer MEP students use the swimming pool at a local recreation center free of charge. In addition to group lessons for the younger children, the whole school goes by bus to the high school for free swim time once a week.

Thirty 4th through 6th graders went to sleepaway camp their first week of the summer 1990 MEP session. It is a rule that all students who sign up for camp must continue in the summer school program after camp ends. The 6th grade summer MEP teacher accompanied the students, who were joined by migrant students from four other districts, for a total of 103 campers. Activities include survival skills, astronomy, ecology, biology, and plant identification. Campers sleep in a dormitory most nights; one night they sleep out in a more wilderness-like setting.

Other supporting services are provided through the personal efforts of the HSL, the project director, and the teachers. The HSL assists families by calling on church groups and charities as needed. For example, when she heard of two families in need of help, she visited their homes and found that one family needed clothing and the other needed immunizations. She personally arranged for both, taking the second family to the public health department.

The project director finds food, ways to pay electric bills, and places for families to live, primarily through the churches. She personally takes families to the clinic in the nearest city. She helps families fill out any applications, and arranges for individuals to receive eyeglasses through the Lions Club.

Teachers help too; each teacher is required to make 10 home visits over the course of the six-week summer program, to see the home environments of the students and to advise other staff of any needs they can help meet.

Rationale for Services

Students' academic needs are assessed primarily through the district's administration of the California Achievement Test every spring. These scores are used in the district's needs assessment, in particular to identify children who perform below grade level. The test scores are supplemented with teacher assessments and language assessments for limited English proficient children.

An array of other needs are assessed during the school year and noted as children enter the summer migrant program: children are assessed for physical and learning disabilities, and if identified, are given individualized education plans (IEPs). Children also are identified for the gifted and talented program; however, there is no specific summer gifted and talented program. Migrant students are also assessed for regular Chapter 1 services, state compensatory services, and bilingual education.

Kindergarten children identified as at risk for repeating kindergarten are recommended for a special summer kindergarten intervention program. This program functions parallel to the regular summer MEP for children who have completed kindergarten. The kindergarten intervention program is not MEP-funded, but if any summer MEP kindergarten child is found to be in need of extra help, the child can be switched over to the intervention program to complete the summer.

INTERPROJECT COMMUNICATIONS AND COORDINATION

MSRTS is seen as more useful for family history, enrollment history, health and particularly immunization purposes than for educational information. The teachers need educational data on incoming students before MSRTS can get the records to them. And the MSRTS data (i.e. test scores) tell little about a child's education needs. While the program nurse and the HSL do use MSRTS for health and historical information, the inputs often are found to contain errors; the MSRTS terminal operators apparently do a great deal of data entry with limited supervision. In general, the project director would rather have most of the MSRTS money put into direct instructional services to the children.

EXPENDITURES

The total amount of the MEP budget for the 1990 summer term was $62,026. The percentages of the total amount were budgeted for each of the following functions as follows:

Administration	10%
Instructional services	58%
Support services	11%
MSRTS	4%
Pupil transportation	17%

Outside funds help fill out the budget for the summer project. For example, two resource teachers from the regional office help children with packets. Also, the six work-study aides are paid for by JTPA, and the Mini-corps workers are paid through a statewide project.

ADMINISTRATION

Organizational Framework

The summer MEP staff is made up of the following individuals:

Position	FTE
MEP project director	1
Secretary	1
Two packet staff members (paid by region)	1
Classroom teachers	7.5
Home-school liaison/MSRTS clerk (one person)	1
Nurse (paid by region)	.2
Aide in computer lab	.6
Four mini-corps assistants (paid by state project)	4
Six work-study students (paid by JTPA)	6
Custodian	1

The summer MEP director appears to have considerable autonomy in operating and making decisions about the program. This is consistent with the district practice of school-based management. Principals in the school district supervise all personnel at their schools, including any MEP staff members. The project director performs program evaluation and conducts staff evaluations. She determines needs, sets priorities, and decides how best to meet needs--both for the summer project and during the regular term.

Support from State or Region

The district has no direct interaction with the state; all interaction occurs with the region. The regional director assigns administrative staff to each district under its jurisdiction. Nine regional administrators coordinate with the 30 districts that make up the region. Two of the administrators are assigned to this project; these are the packet staff noted earlier. They serve as resource teachers who provide help not only with packets but with general technical matters as representatives of the region. They are the link between the regional office and the district MEP teachers year round.

The regional director meets monthly with the state director of migrant education. The regional director also meets monthly with each district.

Parent and Community Involvement

In addition to the home visits teachers make, the summer MEP organizes an end-of-summer program that parents are strongly encouraged to attend. In the past, the project provided MEP workshops for parents in the summer. However, it was costly, and the low turnout did not warrant the continued expense. In 1989 the project conducted a series of six workshops on parenting. The first session was attended by 12 to 15 parents, but by the last meeting only two or three attended. There were no workshops in summer 1990.

The project director has headed the summer MEP for 11 years and has been able to motivate parents informally to help with the program and be involved with the children (such as helping with packets when the children bring them home).

The state legislature mandates parent involvement using a two-tiered approach--involvement at the regional level and at the district level. At the regional level, one parent per district attends a parent advisory council meeting in the regional office one Saturday a month. Attendance at these meetings averages about 60 percent. The parents review applications, sit on interview committees to hire staff, serve on compliance teams, and organize to raise money (for example, $8,000 for migrant student scholarships).

At the district level, the PAC meets regularly to discuss the service agreement between the district and the region, to advise on the project, and to review needs assessments and other documents.

REGULAR TERM PROJECTS

Cotton Town
Regular Term

INTRODUCTION

Project Setting

This town, in a sending state within the central stream, is a home base for migrant families that travel primarily to Michigan and Minnesota for summer harvests. The town is small, rural, not wealthy, and with a majority Hispanic population. In the past, the agricultural industry in the area--cotton, grain, and corn--supported these families during the majority of the year. However, mechanization of these crops has reduced the demand for labor, and now these workers are typically unemployed from September through May. The summer earnings are not sufficient to support these families, so most receive food stamps. The migrant families return to the town either because they own small homes there or because they have family in the area.

Project Overview

All four schools in the town (elementary, intermediate, junior high, and high school) offer MEP educational services in language arts, and the project offers an array of supporting services including health/dental care, clothing, and counseling. In general, staff employed by the migrant program are jointly funded by the MEP and the Chapter 1 basic grants program, 40 percent and 60 percent respectively. The program offers instructional services in both in-class and pullout settings.

STUDENTS AND TARGETING

Characteristics

There were 988 identified migrant students in the town in 1989-90, which constitutes about 45 percent of the average daily membership for the district of 2,206. About two-thirds of the migrant students are formerly migrant. Of the currently migrant students, 75 percent are intrastate migrants.

Migrant students in the district are primarily Hispanic, with a small representation of white non-Hispanics. Of identified migrant students, 716 were receiving migrant educational or supporting services. Of the balance of 272 identified migrants not receiving services, the majority are three year olds or dropouts. Of those students receiving services, 271 were currently migrant.

Identification and Recruitment

In order to identify and recruit migrant students, three teams of two recruiters conduct a door-to-door survey of households beginning August 1 of each year. Over the course of 18 to 19 working days, the two full-time recruiters and four teacher's aides serving as part-time recruiters identify and recruit migrant students. The numbers of currently migrant students are dropping, so an aggressive identification and recruitment process is necessary to keep federal dollars flowing into this impoverished school system. In 1988-89, 226 of the migrant students in the district were newly identified.

The number of identified migrant students has stayed relatively constant due to intensive identification and recruitment. Nonetheless, as migrants settle out, they are not being replaced. Project staff expect the number of eligible students to decline during the next few years, since intensive identification and recruitment has located most of the eligible students.

Overall, the needs of migrant students were reported to be similar to the needs of all students in the district: families are very poor; parents are not well educated; health care is insufficient. The counselor at the high school pointed out that of 152 migrant students in the school, only about six are experiencing educational disruption. The migrant students are no more at risk of dropping out than other students. Formerly migrant students are seen as better off than currently migrant students because their families typically get jobs outside of agriculture in the nearest large town.

PROGRAM SERVICES

Instructional Services

Based on the results of the California Achievement Test and statewide assessments, the MEP has identified language arts instruction as the priority instructional need for grades PK-12. There appears to be very little distinction made between currently and formerly migrant students in terms of priority of service. A list composed of qualifying migrant students and Chapter 1 students is printed out for each classroom teacher. Those in need of assistance are either pulled out by a language arts resource teacher or are assisted by an in-class aide. The MEP teachers and aides in all schools use a combination of in-class and pullout services, depending on the preferences of the classroom teacher. Each aide works with between two and five teachers.

All staff providing instructional and supporting services through MEP are jointly funded by migrant education (40 percent) and the Chapter 1 basic grant (60 percent). Therefore, it is virtually impossible to distinguish between the services provided through the two programs. For in-class instruction, it is difficult to assess what percentages of time are spent with Chapter 1 and migrant students, since aides typically assist any students who raise their hands for help with seat work. In the language arts pullout, students receive supplemental language arts instruction for 30 to 45 minutes per day in groups of three to eight students, with no distinction made between migrant or regular Chapter 1 students.

Supporting Services

The supporting services provided through the MEP include health/dental services, clothing and supplies, and counseling. As part of the health/dental services, a district nurse may refer migrant or Chapter 1 students to one of three local physicians (one pediatrician, one optometrist, one general practitioner) or one of two dentists for free medical/dental care. The students must be Chapter 1 or

MEP eligible, have no insurance, and qualify for free or reduced price lunch. The district will pay a flat fee of $20 per visit, with a total outlay per child of no more than $100. In 1988-89, approximately 150 migrant students and 150 Chapter 1 students received free medical or dental care through this program.

Each year, private funds are given to the MEP for clothing (mostly shoes), eyeglasses, and school supplies. Sources of funds include the Lion's Club, the county Realtors Association, and the United Way.

MEP funds are also used to employ counselors and counselors' aides. At both the elementary and intermediate schools, one counselor is funded 25 percent by MEP and a counselor's aide is funded 40 percent by MEP. At the high school, a counselor's aide is funded 40 percent by MEP. These individuals serve all students in the school, not just those who are migrant eligible, and are responsible for the maintenance of student records, individual or group counseling when required, and standardized test administration.

Rationale for Services

The needs assessment uses data from the statewide assessment and the CAT. Students in general in the district do relatively well in mathematics, but reading, spelling, and language arts scores are very low. This may in part be explained by the fact that limited English proficient students as well as special education students are all included in the standardized testing. This year's statewide assessment results for the entire district showed a drop in the percentage of third grade students mastering the writing section, from 56 percent to 46 percent. Math scores for third graders also dropped slightly, from 90 percent mastery to 88 percent mastery. Fifth, seventh, and ninth grade statewide assessment scores improved in every area. Since 45 percent of the students in the district are migrant eligible, these scores are seen by local MEP personnel as indicative of the performance of both migrant and non-migrant students.

District and school level staff insisted that limited English proficiency is not a problem for most students, but the discrepancy between mathematics and language arts test scores would suggest the opposite. On a related issue, the state certification board noted a 50 percent parental denial rate for assignment to special language services to LEP students in the district, indicating that large numbers of students who may require additional English language assistance are not receiving services through the ESL/bilingual program. The district is attempting to address the issue of parental denial in the ESL/bilingual program.

Within the district, services to migrant students are coordinated through formal and informal meetings between teachers, with regular classroom teachers serving as "case managers." Grade-level meetings are held once a week and include all staff working with students in a particular grade.

In 1989-90, about 10 percent (103) of the migrant students received special education services. Special education services are provided by a regional cooperative that provides these services to nine rural districts in the area and has been in operation since 1974.

The number of migrant students in bilingual education was unknown, but the feeling of both MEP and bilingual education administrators was that the two populations overlap a great deal. There are a total of 761 LEP students in the district. Bilingual education classes, using a full-replacement model, are provided in grades PK-5. LEP students in those grades who are not in the bilingual education class, as well as students in grades 6-12, participate in an ESL pullout for 45 to 90 minutes per day.

INTERPROJECT COORDINATION AND COMMUNICATION

Communications/Coordination

The district uses MSRTS to coordinate services across districts. One full-time MSRTS clerk maintains the records. The MSRTS terminal is housed at the regional migrant education office in the education service center, which is located in the nearest large town. The records are reported as arriving when they are needed; several times a week, a van from the regional office comes to the district to drop off materials and pick up MSRTS forms. In general, district-level staff are quite pleased with MSRTS. The records are primarily used to apply credits for students who attended summer projects in Michigan or Minnesota. Follow-up phone calls to the other districts are made if credit information is unclear to school counselors. No other uses of the MSRTS data were reported.

EXPENDITURES

Sources and Levels of Funds

The funding levels for MEP have been fairly constant for the past several years. Typically, after the initial grant is made, the district receives an additional $25-30,000 from the state education agency in unallocated funds. These additional funds are used to run a summer school program for migrant students who were retained.

Funding Priorities

The district received $351,690 in MEP funds for 1989-90. The vast majority of these funds are used for instructional (63 percent) and supporting (16 percent) services. The remaining 21 percent of the funds is allocated across MSRTS (total cost $14,067), identification and recruitment, administration, evaluation, and supplies.

For MEP services, average per pupil expenditures for the students who receive MEP instructional services are $491, compared to $666 for bilingual education. The overall district per pupil expenditure is $3,696.

ADMINISTRATION

Organizational Framework

The MEP is administered by the federal programs director who also oversees Chapter 1 and Chapter 2. Forty percent of the director's salary is paid through MEP funds. There is one full-time MSRTS clerk and one full-time recruiter who are paid completely through MEP. Five teachers and 20 aides provide instructional services. All are jointly funded--40 percent by the MEP and 60 percent by the Chapter 1 basic grant. At both the elementary and junior high schools, one counselor and one counselor's aide are also jointly funded by the MEP and Chapter 1, and one counselor's aide is funded by both Chapter 1 and the MEP at the high school. In addition, one registered nurse, one LVN nurse, one community liaison, one parental involvement aide, and one janitor are jointly funded by the two programs.

Support from State or Region

The regional migrant education office, which serves as an arm of the state migrant education office, provides technical assistance to the 17 districts in the region. The education consultant assigned to this district visits every other week. She does in-service training, brings supplies, and answers questions regarding the migrant program. This is the primary channel for communication between the state and the project. The district appears to have a great deal of autonomy in terms of the services provided through MEP, staffing patterns, supporting services, and so forth. To meet state reporting requirements, the district must provide an annual evaluation report to the state as well as an annual progress report.

Decisions made within the district regarding service provision are made by the superintendent and the federal programs director with the input of school principals and other administrators. Within the school, principals can decide whether they prefer a pullout or in-class model. Principals are also responsible for hiring staff to fill migrant/Chapter 1 positions.

Staff members in the district feel that the regional office is extremely helpful. The regional office frequently conducts seminars for teachers and administrators in the region, as well as conducting workshops in the district to inform MEP staff of program requirements and training in the use of MSRTS. The regional office also runs parent seminars.

The local perception of the state education agency is less flattering. Turn-around time on revisions to migrant and Chapter 1 applications is seen as very slow. Further, the local impression is that the state's technical assistance personnel are being over used for monitoring due to staff shortages, which makes it difficult to obtain assistance in a timely manner.

Parent and Community Involvement

The district has a very active joint parent advisory council for Chapter 1 and MEP. Each school holds a joint Chapter 1/MEP PAC meeting every month. In addition, seminars are conducted for parents on self-esteem, drug abuse, suicide, and other issues. The community liaison is responsible for organizing PAC meetings, coordinating volunteers, and helping parents obtain community services.

Districtwide PAC meetings are held about three times a year. The districtwide PAC meetings are used to inform parents about the programs, discuss the budgets, and so forth. They are organized by the federal programs director.

The district recently opened a parent resource center. Parent volunteers help teachers with decorations and can also bring home educational tools for working with their children. The resource center is primarily funded by the state rehabilitation commission.

INTRODUCTION

Project Setting

Located in a year-round agricultural valley in the western stream, this migrant education project is located in a small city of about 40,000. This is a home base for nearly all of the migrant students enrolled, and the migrant community is of long standing. The MEP has operated here for at least 15 years.

This is a "reimbursement district" within one of the state's migrant education regions. This means that the district hires and supervises its own personnel and determines its own service delivery mechanisms and objectives. But the regional office monitors the district's programs, provides training, and serves as the MSRTS linkage. This district is the only reimbursement district in the region; 10 other districts have all their program-related functions (including hiring and supervising personnel and determining program structure) performed by the region.

Project Overview

Nine public schools in the district serve grades K-8. Four schools serve grades K-6, two serve K-4, one serves K-2, one 7-8, and one 5-8. The schools range in size from about 200 to 700. Two private schools receive Chapter 1 basic grant and Chapter 2 funds, but they have elected not to participate in the MEP.

Out of 5,630 students in the district, 1,033 or about 18 percent participate in the MEP. Of these, 481 are classified as currently migrant and 552 are formerly migrant.

The MEP serves all grades in the district. Three through five year olds are served in a Head Start/preschool program offered by the regional MEP; older students are served in the local high school district; and 18-21 year olds not in school are referred to job training programs.

The MEP aims to reinforce or remediate the existing curriculum. Services are delivered through in-class instructional aides who work under the direction of the classroom teacher using the district's curriculum as a base. Most instructional time, however, is spent on basic skills and English language instruction.

The MEP does not fund supporting services directly, but it funds four full-time community service assistants (CSAs) who provide a link between migrant families and the agencies that do provide supporting services.

STUDENTS AND TARGETING

Characteristics

Most MEP students are not over age for grade. School personnel indicated that MEP students are a year or more behind where they should be, but they also pointed out that this is true of the majority of students in their particular schools. All who are enrolled in the MEP are served and no distinction is noted between currently and formerly migrant students (nor are data on retention or other outcomes kept that way).

MEP students in the district are Hispanic. Many are recent immigrants from Mexico; others have lived in the area for generations. Further, the majority of non-migrant students in the district are also Hispanic. According to district and school personnel, migrants are more likely than other students to be recent immigrants and to be limited English proficient.

There is little consensus within the district as to changes in the characteristics of migrant students over the years. District personnel agree that a larger proportion of the currently migrant students are LEP and have a poorer educational background than was the case 10 years ago. But there is little agreement on the other characteristics of migrant students, some believing that currently migrant students come from more stable, less poor homes with some English language ability compared to earlier migrant; others hold the opposite view.

Bilingual education and other services for limited English proficient students are a routine part of this district's offerings; all instructional assistants are bilingual as are many of the certified staff. New students are routinely assessed for English proficiency.

Migrant participation in gifted and talented education is low; only a "handful" of migrant students qualify based on the tests and other criteria used. (The low placement rate seems to be tied more to LEP than to migrant status, according to the district's bilingual coordinator and the regional MEP director.) This low rate has become a local issue, and a new program is being instituted that will rely more on recommendations than test scores.

Identification and Recruitment

The identification and recruitment process is one of the primary functions of the four CSAs. It occupies about one-fourth of their time, but it is difficult to separate this from the home visits and community contacts that form the other part of their role. Each is responsible for two to three schools and 200 to 300 migrant students. Although each is housed in a particular school, they report to the MEP coordinator. They work 10-month years.

About half of recruitment is actually recertification, since more than half of the migrant population is formerly migrant. Review of enrollment cards based on the previous year's MEP enrollment is the single most important activity and begins just before school starts in the fall and lasts for a few weeks. As new students enter schools, the CSA routinely checks with teachers and building staff as to whether the students are migrants; if the possibility exists, the CSA checks further with the teacher and family. Sometimes, the CSA will check status through the regional MSRTS office. Other referrals come from other migrant families or from the arriving families themselves. One of the CSAs suggested that migrant parents have learned that it is in their interest to make sure their children are registered because of the help that can be obtained for dental care, eyeglasses, and other health services.

Two factors help make identification and recruitment easier. The district has a shortage of low-cost housing, so most migrants tend to live in the same neighborhoods, apartment complexes, or trailer parks. Summer is the slowest agricultural season so most movement occurs then. This helps standardize timing, with the most intensive recruitment period occurring at the start of the school year. The CSAs and the project director believed that few if any students are missed.

Three changes in the area have affected recruitment. First, a strike against lettuce growers in the immediate area affected some workers by causing them to change their migration patterns. Second, local growers are increasing the use of cheaper "green card" workers from Mexico. This has pushed local workers further north, beyond the competitive reach of the Mexican workers. Third, the CSAs, project coordinator, and regional director agreed that students appear to be "coming sooner and staying later" and they ascribe this change to the perception among migrant parents that school is important and to perceptions among older children that it is important to enroll and complete courses for graduation. This leads to the "rubber band effect" for families, where workers leave earlier and earlier each day and get home later and later each night due to the ever increasing length of commutes, until the band pulls everybody north. (This form of absent-worker household was described by the project director as being as disruptive as an actual move for the child.)

PROGRAM SERVICES

Instructional Services

Instructional services are delivered through "multi-funded" instructional assistants who are paid in proportion to the numbers of students in the school who qualify for individual categorical programs. The aides are expected to spend parallel proportions of time with students in those categories. The district is the only one in the region to adopt this service delivery strategy. The district views this approach as an efficient way of ensuring that all supplementary instruction is in support of the district curriculum, but the regional MEP director felt that it "diluted services too much." Across all the schools, 52 instructional assistants are funded through this mechanism, with about 14.5 FTE of that labor funded through the MEP; the remainder comes from the Chapter 1 basic grant, state compensatory education, immigrant assistance, state bilingual, and state school improvement program funds. This variety, particularly since it includes state school improvement funds, effectively enables the instructional assistants to work with any child in the school.

It was not possible in this visit to judge the extent to which the assistants worked in the appropriate proportion with migrant students. The assistants keep logs, but the project coordinator himself is skeptical about their accuracy. The instructional assistants have lists of who is eligible for which program, and many migrants are eligible for multiple programs.

There is no difference in the type or frequency of instructional services that are provided to currently and formerly migrant students. The services provided are generally in-class individual assistance in direct support of the current lesson. In some schools, the instructional assistants also pull students out for reinforcement in small groups or to computer labs for language or math drill. When the assistants work with small groups, they must follow the lessons set out by the classroom teacher. Instructions from the teachers to the assistants are generally informal. Instructional services are neither particularly intense nor unique, with migrant and non-migrant students being served and grouped without direct concern for that categorical distinction.

Supporting Services

The MEP deemphasizes supporting services because it believes funds are insufficient to provide high quality supporting services as well as instructional services. While it does not provide supporting services directly, it does fund four full-time community service assistants who serve as a link between the families of migrant children, and health and social services agencies that do provide supporting services. These agencies, as well as charities and individuals, provide the services at little or no cost. The CSAs see their jobs, in part, as getting the necessary support for the children to continue and succeed in school. The project includes $2,400 in its budget for transportation for the CSAs making home visits, and driving children to receive their health and related services. The one-on-one home contacts by the CSAs can be considered a supporting service itself, by providing a language-compatible link from the school to the home.

Needs for supporting services are identified by the CSA, instructional assistant, teacher, or others. The CSA has primary responsibility for linking a service to the need, such as getting glasses for a student. The CSAs suggested that needs for their assistance declined greatly the longer a family had been settled out because the families learned where to turn for local services and made their own connections.

Rationale for Services

There is general agreement locally on four points about the needs of migrant students. First, migration has led to skill gaps for these children, due to their missing days or weeks of school and due to students having to adjust to different districts' curricular scope and sequence. For currently migrant students, this problem is seen as somewhat more acute, and most agreed the gaps decreased in importance the longer a child had been settled out, but they were never eliminated. Tied to this was the winter-in-Mexico phenomenon; that is, for periods ranging from a few weeks to a couple of months, whole families would return to Mexico to work their own crops, help their older relatives, and reestablish family ties. Although the district sent along schoolwork to be done by the children, there was acknowledgment that educational gaps would result.

Second, lack of English language proficiency was frequently cited, but with the recognition that this is also a problem for non-migrants. In general, formerly and currently migrant students share this problem about equally, with a subset of each group (as well as of the non-migrants) being most in need. These subsets consist of those with the least educated parents, older students who have recently immigrated, or students who live in largely Spanish-only environments.

Third, migrant students are seen as lacking in self-esteem; they are reported as being shyer, especially the older students, and less involved in their schooling and activities. There is a strong minority opinion on this, however, which suggests the students who have moved the most are often more outgoing, more likely to be leaders, and have a better sense of self.

Fourth, with the above points taken into account, as far as academic performance is concerned, migrant students--whether currently or formerly migrant--are not seen as more or less disadvantaged than non-migrants. As one principal said, "Most [of the migrants] are at least a year behind in school, and many are more than that, but this is true of most of the kids in this school." In fact, low incomes, parents with little education and no education tradition, and little proficiency in English are the rule for most of the students in the district.

Responsibility for the needs assessment rests with the project coordinator, but the official process consists of a student and program needs assessment developed by the state. The purposes of the needs assessment process are to provide a basis for the proposed program and a data base for developing the state-required individual learning plans. The needs assessment process is designed to take advantage of the large amounts of information kept on MSRTS for each student. It provides an organized approach to presenting the data on such topics as age/grade discrepancies, test scores, and attendance, by school, grade, project, and region. The system was implemented in 1989 by the region and state, and the reports were returned to the local projects for the first time for use in developing their 1989-90 applications. The local perception is that the needs assessment process has too much missing information to provide a complete picture. Needs assessment process results are used in the project application, but are not used in any direct way to affect the project. Indeed, there is little evidence that any project-specific needs assessment is performed or used in any detailed way in the local MEP.

Although little formal program-level needs assessment is performed, project personnel are unanimous that the primary education need of the migrant students is to increase English language proficiency.

Individual needs assessments are conducted by classroom teachers when students first come to school. Primary attention is given to levels of English language proficiency, as that determines whether initial placement is in a bilingual class, a supported English class, or a regular class for English proficient students. Teachers use a combination of formal language tests as well as short, standardized achievement tests, and teacher-made oral and written tests to determine math levels and reading groups. Migrant students are treated no differently from others in this whole process.

Instructional services are easily coordinated in schools and classrooms through the delivery mechanism (the instructional assistants). At the district level, however, little joint planning or other direct coordination occurs. The Chapter 1 basic grant program has no direct connection to the MEP, but the program administrator does report to the same associate superintendent. No formal coordination exists between the MEP, gifted and talented, or special education.

Migrant students are treated the same as other students when they change grade levels or schools within the district. Records are forwarded indicating the child's proficiencies in the district curriculum subjects. The high school district and the elementary school district do not have a consistent curriculum, and, beyond transferring records, there is little contact between the two. The same is true for the Head Start and preschool programs run by the region, and the school district respectively. Little effort is made in the region generally to coordinate content issues across levels.

Although dropout problems are recognized, this K-8 district does not address them through the migrant program in any direct way, beyond attempts to increase retention and enhance self-esteem. Where support services are concerned, there is little interagency coordination between the MEP and other agencies in the district. Coordination between the MEP and the welfare department, Head Start, county health, and state/federal job training programs is a result of referrals by the CSAs for specific supporting services or referrals as a byproduct of identification and recruitment activities. Further, the CSAs use the services and assistance of such private organizations as Catholic Charities, local doctors and dentists, and the Lions Club to meet specific needs of migrant families when other options are not available (for example, when a family has no proof of legal residency).

INTERPROJECT COORDINATION AND COMMUNICATION

Communication

Most communication between sending and receiving districts, whether within the state or in other states, occurs by telephone. This is not unique to migrants; such contact is no more frequent for migrants than non-migrants. Staff feel that the most valuable information comes from the student's cumulative record, as it generally provides enough information to validate the placements made through their initial assessments.

Little communication occurs between programs within the district. One exception is that the MEP has encouraged its parents to be active in each school's "school site council." These councils are required under the state's school improvement program. The most valuable benefits of this, according to the project director, are the increased visibility of the migrants to principals and other school staff and the provision of a vehicle for communicating school news back to the migrant community.

Beyond the still-evolving use of MSRTS for the needs assessment process and individual learning plan development, little use is made of MSRTS data. On the whole, district and school personnel see little need for MSRTS. The CSAs reported that every few days or so they might make a request for information about a child from the region, usually on an eligibility or health question. This amounts to a rate of about 100 times in a regular school year for about 1,000 migrant students. The district does not request special reports from MSRTS, but the CSAs and the project director did report they had received training on special report possibilities. Most teachers and instructional assistants who were asked about MSRTS had heard of it, but their knowledge of specifics was limited and they had never asked for reports or data on individual children. (The instructional assistants and a few of the teachers had received training on MSRTS.)

Coordination

The district MEP has no procedures in place for student-level coordination across districts apart from MSRTS and standard student records transfer. Prior districts are contacted occasionally, mostly on health-related questions and sometimes on educational background, but for the most part the district relies on its own intake assessments of students and waits for the child's permanent record to catch up.

The region appears to be the only vehicle available for coordination between and among projects in the county and for linkages to other MEP projects in the state. The region hosts monthly meeting of its 11 MEP projects, with most topics focusing on procedural concerns. The region also has a migrant education program information center, which is a component of a statewide project designed to serve as an information base on programs.

EXPENDITURES

Sources and Levels of Funds

The project received $418,000 for the 1989-90 school year from the Chapter 1 MEP for the regular term. No carryover funds are available; they revert to the state at the end of the year. Funds are based on the number of FTE migrant students reported for the district by MSRTS. The district pays the migrant project director out of local funds.

Funding Priorities

Of the $418,000 received for the 1989-90 school year, approximately 73 percent went to instructional services, 19 percent to support services, and about 8 percent to identification and recruitment and other administrative activities.

The dollar amount the district has received has remained fairly stable over past few years, but the number of eligible students and costs have both increased. One district official pointed out that in the late 1970s, MEP funds paid for four resource teachers and approximately 50 aides.

MEP expenditures per pupil are about $400; looking only at instructional expenditures, MEP per pupil expenditures are approximately $300, about the same as the district's per eligible pupil expenditures from the Chapter 1 basic grant.

MEP funds constitute only a small part of the district's overall budget. One district official commented that migrant education is becoming less and less worth the effort, as it now provides "only a little over $400,000 out of budget of over $22 million, and we have to pay for the director, and over $100,000 of what we get goes for identifying the kids and filling out MSRTS forms."

No estimates were available on the costs of interstate and intrastate coordination but the amount would be small, covering the costs of sending parents to regional PAC meetings and attending statewide functions. In this state, these expenditures take place more at the regional and state levels.

Direct costs of MSRTS in the district are small, involving less than 10 percent of the time of the CSAs for completing and submitting necessary forms and records. Added to this are indirect costs of about one-sixth of the MSRTS budget at the regional level for terminal operators and their half-time supervisor, because one-sixth of the region's migrant students are in this district. This adds, conservatively, another $15,000 or so, for a total of at least $43,000.

ADMINISTRATION

Organizational Framework

The MEP director reports directly to the associate superintendent for support services who reports to the superintendent. The director of special projects (including Chapter 1 basic grants and Chapter 2) reports to the same associate superintendent. The project is located in the support services division for historical reasons; when the MEP was new, it was assigned to the person who now is that division's associate superintendent.

The project partially funds 52 instructional assistants (14.5 FTEs), and fully funds four community service assistants (4 FTEs) and one office clerk (one FTE). In addition, a small number of teacher assistants, supported by a statewide MEP training project, provide services to MEP students.

This statewide project pays small stipends to college-age former migrants to encourage them to stay in college and, in return, has them provide assistance in classrooms around the state.

The district pays the salary of the MEP director (who is also the bilingual education coordinator) with about one-third of his time being devoted to the MEP. In addition, about 5 percent of the associate superintendent for support services' time is spent on the MEP, but is funded by the district.

As the only reimbursement project in the region, the district has more autonomy in running its MEP project than the other local districts. It is the only one that can hire and supervise its own staff, determine its own objectives, and set its own strategies for implementation. For example, it is the only district in the region that uses the multi-funded instructional assistant option. Of course, this autonomy is within the bounds of federal and state requirements and guidelines. For example, the state sets several objectives that must be addressed as a precondition for funding before local objectives can be considered.

The regional office monitors individual programs yearly, visiting a couple of schools and the district office. Those monitoring visits focus on whether the right students are being served, whether the services are supplementary and complementary to the regular curriculum, whether aides are trained, and whether student eligibility determinations are made correctly, among several other areas. The same topics, but in even more depth are covered by triennial state-level compliance reviews, which cover the MEP as well as six other categorical programs.

The region is also the center for training, conferences, and similar large-scale activities. MSRTS is housed at the region, and all certificates of eligibility are reviewed by regional staff. The regional office also must approve the application and any amendments.

At the school-level, instructional assistants work under the direction of the classroom teacher and are supervised by the principal. The CSAs work with school personnel for referrals and pass messages between homes and schools, but they report to and are supervised by the district's MEP coordinator. All decisions about instructional services and structures are made through the regular district channels, including principals; the MEP does not have a direct role here.

Support From State or Region

All training and technical assistance for the district's MEP staff is provided through the region or state. The district provides training related to instructional services, however, which constitute the bulk of the services the MEP provides, but this training is out of the MEP's control. Regional training focuses primarily on procedural and administrative matters (for example, completing certificates of eligibility, preparing data for the needs assessment process, or MSRTS reports) but some attention is paid to substance. Recent training has included computer education, oral language skills, bilingual education, and parent involvement in teaching their own children. The MEP coordinator felt that most of the training was worthwhile, but was frustrated by the fact he couldn't always send all 52 of the partly MEP-funded instructional assistants. The state also sponsors training; most takes place during the annual statewide meeting, but some occurs sporadically on special topics as needed.

The region has eight functions related to districts. The region (1) has some control over the distribution of funds--mostly for special projects--because most funds are accounted for by the FTE-based formula; (2) approves the direct provision of health services; (3) approves the service agreement (application) and works with districts to meet needs identified by needs assessments; (4) monitors each district yearly; (5) provides staff training; (6) assists the CSAs with identification and recruitment; (7) assists with parent training, upon request of the district; and (8) provides the MSRTS link.

Local perceptions about how well the state and region were meeting their responsibilities were mixed. They varied from very negative views along the lines of "They're skimming money off the top while cutting us further and further every year" to "Most of the training is good, and the state meeting is an excellent event for learning and sharing information." Some resentment was common about the costs of MSRTS related to the value of the reports, but there was also acceptance that some system was needed to track eligibility. One commentator wanted more state leadership in terms of content and goals, arguing that the current goals were too loose to be of any value.

Parent and Community Involvement

Parent involvement in the instructional activities of their children seems to be related to interest in their general education well-being rather than their migrant or non-migrant status. Parents (some of whom are migrants) are involved in the schools, and migrant parents have an active PAC, but the parents in the schools are not there *because* of the MEP. All parents in the district are encouraged to become active in related efforts, such as the district's "Partnership Program," which involves evening presentations on such topics as discipline, drugs, homework, and preschool; the MEP has no active role in this program. Nonetheless, during a recent state monitoring visit, the MEP was commended "for their efforts to assist parents to become knowledgeable, effective partners in the education of migrant students."

The migrant Parent Advisory Council in this district is designed to (1) attend school-site council meetings to report about the MEP--PAC members and to attend school board meetings; (2) monitor the district to find out if it is following the service agreement; (3) approve the service agreement; (4) participate in evaluation and needs assessment activities, although this does not occur; and (5) attend regional and state meetings.

The PAC is composed of two parents from each school along with several alternates and ex officios. The parents or their representatives are generally elected, but some are volunteers. (Elections for the regional PAC representative positions are occasionally contested with people packing the room with supporters.) The 21 local PAC members include 18 migrant parents. Training focuses on PAC duties, such as parliamentary procedure, MEP laws and regulations, and so forth. No training has occurred in recent years tied to evaluation or needs assessment.

The PAC meets monthly. The topic at the most recent meeting was the upcoming statewide parent conference. The agenda is set by parents, but the MEP coordinator steps in from time to time when an item such as an application has to be addressed. Attendance is generally high; meetings are held in the evening, children are provided for, and refreshments are served.

Parents are urged to become active in their school site councils, because that is where instructional decisions are being made. Some networking takes place through parent channels to inform parents of important meetings. MEP parents also have a booth at the annual Children's Fair where they sell burgers and hot dogs to raise money for the PAC.

Ferndale
Regular Term

INTRODUCTION

Project Setting

This project is located in a sending state within the eastern migrant stream. Fern is the primary crop, employing large numbers of migrant workers from September through mid-May. While fern is grown all year long, demand diminishes after Mother's Day so the amount of fern being cut also decreases. In order to meet the educational needs of the children of fern cutters, the school district has run a Migrant Education Program since 1986-87.

Project Overview

The school district has an average daily membership of about 46,000 students across 54 public schools. Four of these schools, three elementary and one secondary, offer MEP services. Available MEP educational and supporting services include an ESL pullout, a before/after school peer-tutoring program, counseling, and health and social service referrals. The MEP served 168 students in grades 1 through 12 in 1989-90. In addition, the state funded a preschool program that served 15 migrant children.

STUDENTS AND TARGETING

Characteristics

Approximately half of the migrant students in the district are currently migrant. Of the currently migrant students, about four in five are interstate migrants. About 98 percent of migrant students here are Hispanic.

District schools enroll over 700 migrant students, but the district is able to provide educational services to only 183 of their currently migrant students: 15 preschoolers, 140 elementary school students, and 28 secondary school students. Funding for preschool services comes from the state department of education, not from Chapter 1 MEP.

In the past, the district provided some educational services to formerly migrant students, but this year they are serving only currently migrant students due to increasing numbers of currently migrant students coupled with a decrease in funds. Supporting services, such as health and social service referrals, are available to all migrant students, currently or formerly.

The four schools in the district were selected to house migrant programs based on the number of migrant students enrolled. About 50 migrant students who do not reside in areas served by these schools are bused into the MEP schools for their entire school day. If a student is bused into a school with a migrant program, his or her siblings are also bused in regardless of whether they are receiving instructional services through MEP. It was not clear how many of the 50 students being bused were receiving MEP services.

Identification and Recruitment

Two recruiters work with employers, school registrars, and other community agencies to identify and recruit migrant families for participation in the MEP. Recruiting takes place all year, but is heaviest in August and September when many families are returning to the state from Mexico, Michigan, North Dakota, or other states.

PROGRAM SERVICES

Instructional Services

Three elementary schools and one secondary school provide instructional services to migrant students. These schools were selected because of their high concentrations of migrant students. Services in one of the elementary schools are funded through the Chapter 1 basic grant, not MEP.

The services for migrant students are identical in the Chapter 1 school and the MEP elementary schools.

In all three elementary schools, selected migrant children in grades 1 through 6 receive supplemental ESL in a pullout setting for 45 minutes per day. A bilingual teacher and an aide work with students primarily on oral English language acquisition. Migrant students are selected based on language proficiency, with eligible currently migrant students receiving priority for service.

One of the elementary schools also provides a before-school dropout prevention program in which three academically successful migrant students are paid to tutor migrant students in grades 3 through 6 who are receiving a D or F in language arts or mathematics. Currently migrant students again are given priority for service. Classroom teachers assist in the tutoring sessions which are held twice a week for 30 to 45 minutes. In 1989-90, the dropout prevention program ran from December through April due to shortages of funds.

In the secondary school, students in grades 7-12 are chosen for participation in an ESL pullout program based on language proficiency. This service, as in the elementary schools, is provided five days per week for 45 to 50 minutes per day.

The dropout prevention program at the secondary level provides after-school tutorial services to migrant students in grades 7-12 who are receiving a D or F in mathematics, science, or social studies. Two high-achieving migrant students work with classroom teachers to provide assistance twice a week for two hours.

Students who are receiving services through the MEP may not also receive Chapter 1 basic instruction. Students are selected for Chapter 1 services using an achievement test, but limited English proficient students are not tested.

Supporting Services

The district provides supporting services to both currently and formerly migrant students. Such services include health and social service referrals. In general, MEP staff serve as resources, translators, and intermediaries between the Spanish-speaking migrant population and the community. For example, during the visit, one staff member was helping one student's family arrange shipment of a deceased relative back to Latin America.

Rationale for Services

The migrant students moving into the district most often come directly from rural Mexico and speak little or no English. In addition, many have had very little formal education prior to entering the United States. While the district has a locally funded ESL program, the MEP provides supplemental English instruction to migrant students in grades 1 through 12 focusing on oral language skills. Many of the students in the MEP are also in an ESL replacement program in which they are grouped with other LEP students for their academic instruction. In addition, the migrant project has a dropout prevention program, as required by the state. The project has opted for before/after school tutoring for at-risk migrant students. No data are collected to assess the needs of migrant students as a group.

The preschool services are provided to 15 migrant students in a private day care facility and are separately funded by the state. Currently migrant preschool students are selected from those 3- and 4-year-olds living in an area with a large population of migrants near the preschool facility, based on need as determined by the Migrant Early Childhood Assessment test. The facility provides services five days per week, 11 and one-half hours per day.

Services for migrant students within the district are primarily coordinated through communication between regular classroom and MEP teachers. MEP teachers work with regular classroom teachers to document the needs of migrant students.

INTERPROJECT COORDINATION AND COMMUNICATION

Communication/Coordination

To coordinate education services for migrant students as they move from one district to another, migrant staff complete student activity forms containing data for MSRTS. The forms are mailed or sent by FAX to the state office where the MSRTS terminal is housed. It typically takes 5 to 8 days to receive records from MSRTS when a new student arrives in the district. When a student leaves the district, the MSRTS staff enter the termination and attendance data in 2 to 3 days (attendance data are available through the district's main computer), but teachers take about a week to complete achievement and credit information.

EXPENDITURES

Sources and Levels of Funds

In 1989-90, the project received a subgrant of $209,381 from the state's MEP funds for its migrant program. All of these monies were used for instructional and supporting services; administrative staff salaries for the MEP are paid through Chapter 1 basic. In addition, the MEP ESL pullout at one of the three elementary schools is funded through Chapter 1 basic.

Funding levels for local projects are determined by the state based on the number of targeted migrant students. Specifically, funds allocated for support services and identification and recruitment are based on the number of 3-21-year-old migrant students. Funds slotted for dropout prevention are based on the number of currently migrant students in grades 8-12. The remaining funds are for instruction and are based on the number of identified currently migrant students in grades 3-7, and preschoolers ages 3 and 4.

The funds granted to the project have gradually declined over the past several years even though the number of currently migrant students in the district has grown. This has caused some revisions to the program. For example, kindergartners are no longer served through the MEP, and dropout prevention programs run for only a portion of the school year.

Funding Priorities

Of the funds received in 1989-90, $138,964 were used for instructional services, $42,000 were used for identification and recruitment and MSRTS, and $26,147 were used for supporting services. In addition, the district received $49,467 from the state for preschool migrant services.

In 1989-90, the average per pupil expenditure for MEP instructional services for students served in grades 1-12 was approximately $823, with overall per pupil expenditures for the MEP of about $1,246. This compares to a per pupil expenditure in Chapter 1 basic of about $900. Differences in expenditures between Chapter 1 and the MEP may be due to service delivery. While MEP is primarily a pullout program, Chapter 1 language arts services are provided for two hours per day in a replacement program.

ADMINISTRATION

Organizational Framework

The migrant program in this district is under the direction of the federal programs coordinator who in turn is supervised by the program development administrator in the superintendent's office. In 1988-89, the MEP employed 3 FTE certified teachers, 1 FTE aide, 7 tutors (some peers, some teachers) (not FTEs), and 2 FTE records clerks. All administrative staff working in the MEP are funded by Chapter 1 basic. One of these administrators does a large portion of the recruiting for the program. The other recruiter is categorized as a records clerk in the staff breakdown.

Support from State or Region

The state migrant office has five regional offices. The regional office provides technical support to this project and houses the nearest MSRTS terminal. The state office helps with the project application that must be submitted in May and with the evaluation of the previous year's program due in September.

The state office runs a variety of meetings throughout the year. Some of these include migrant advocacy conferences, county consortium conferences, technical assistance meetings, fall support services workshops, and state migrant PAC meetings. District personnel find the State migrant office to be extremely helpful in completing the program application, providing technical assistance, and answering questions.

The state, through the funding formula, suggests the percentage of funds that should be expended for particular types of services. However, the district has flexibility in determining the service delivery model, types of instructional and supporting services, and staffing patterns.

The school-level migrant staff appear to work closely with the district office. Principals play very little role in administering the program although they do have input into the needs assessment. It appears that principals are consulted in developing the model, but once adopted, the programs are very consistent across schools and principals do not have authority to make revisions.

Parent and Community Involvement

As part of the state plan, both Chapter 1 basic and MEP must have a parent involvement plan. In order to encourage parent involvement, the district has established resource centers for parents. The centers offer support services for parents such as clothes, health referrals, and food.

The district also has a parent advisory council for the migrant program. The PAC meets two or three times a year. The entire meeting is held in Spanish and 150 to 200 parents frequently attend the meetings. The MEP surveys parents during the fall meeting as part of the needs assessment, and the project also uses the meetings to inform parents about various aspects of the migrant program.

Apple Valley
Regular Term

INTRODUCTION

Project Setting

This migrant education project is situated in a receiving state in the central stream. Overall, the state operates 56 migrant projects during the regular school year (generally operated by local school districts or intermediate educational units) and 41 programs in the summer term. The first of the currently migrant families arrive in the state in April, with the majority of families entering in May and remaining through November. The programs across the state serve the children of approximately 45,000 migrant workers employed in the state each year to cultivate and harvest a number of crops. In this particular area of the state, where the density of migrant workers is highest, fruits and vegetables are the most common crops, including asparagus, grapes for wine, strawberries, tomatoes, and apples.

The MEP is administered by a school district in a small town in a rural, agricultural county with an overall population of approximately 15,000. The program began in 1967 and has operated continuously since, though as will be noted later, the MEP has been modified over the years as the numbers of migrants decreased and their needs have changed.

The district applies to the state for regular and summer project funding each year. The funding amount is based on the number of students identified in the area with additional funds for such specific functions as recruiting. The state funding policy (in place since 1985) provides 40 percent of its migrant funds to regular year programs and 10 percent to recruitment and contingencies. Each program with identified migrants and a formal migrant program is funded.

Project Overview

The MEP is administered by the school district in this agricultural area. The district contains four schools--a high school (grades 9-12), a middle school (grades 6-8), an upper elementary school (grades 3-5), and a lower elementary school (K-2). Some additional adult education services are also provided in an established evening program at the high school. The district employs approximately 110 instructional staff and enrolls 1,800 students. Overall, 10 percent of the population is Hispanic, 9 percent is black, and the balance is white. Thirty percent is economically disadvantaged (i.e., qualified for free or reduced price lunches), and 8 percent is limited English proficient.

All students in the MEP are from agricultural families, and the group is almost exclusively currently migrant. Of the 172 school age students served, 166 are currently migrant; similarly, 72 of the 75 preschool students served are currently migrant.

The MEP provides services for grades PK-12, predominantly in reading and mathematics. High school completion and G.E.D. programs are also offered. Non-academic areas of instruction include health/nutrition, career awareness, and cultural awareness.

A number of varied supporting services are offered to migrants in this community. These services are generally available through federal DHHS or state DSS funding and include legal assistance at an office in town, health and dental care at a nearby rural poor/migrant health center, clothing and emergency housing from local churches and community organizations, and other social services (for example, preschool health screening and daycare).

STUDENTS AND TARGETING

Characteristics

Few migrants have settled in the geographical region covered by the MEP (only one family) so the following discussion relates only to currently migrant students. Additionally, no parochial or other private school attendance of migrant students is reported in the area.

The migrant student population is almost exclusively Hispanic, with the majority being Mexican. The migrant student population is at its largest in the lower and upper elementary schools, and much smaller in the high school where dropping out is common. Average daily membership for migrants ranges from about 15 in April to a high of 160 during the summer months. Migration from the area back to home-base states begins in October and November.

The migrants on the whole are approximately 1 to 2 years behind their age cohort in grade placement. This is due, for the most part, to their greater need for English language usage skills and cultural awareness. Moreover, this need seems to be increasing as more families are forced to migrate as the result of recent weather-related problems in southern and southwestern sending states. Migrant students are reported to be proportionally represented overall among special populations of gifted and talented, limited English proficient, and special education students.

Identification and Recruitment

The MEP employs two recruiters, who are hired at the end of the regular academic year and work through the summer term and the start of the regular academic year (through November). Both are from South America and attend graduate schools nearby. Their experience and knowledge of American public educational systems are limited, but they seem to have been well-trained by the regional education office and are closely supervised by the MEP program director.

Recruitment is aided by the long-standing relationship between area growers and the MEP (especially the MEP director). The MEP hosts a luncheon for growers each year (contact is simple since a detailed list of farms employing migrants is required for the state application), and the recruiters and the procedures they will employ are introduced at that time. The recruiters have worked for the MEP as recruiters previously, and this helps their working relationships with the growers. Also, the arrival times of the migrant families are consistent across years since many of the families have been traveling to the district (and even the same farms) for years. Thus, the recruiters have great success traveling from farm/camp to farm/camp and have developed relationships with particular migrant families (who in turn act as unofficial recruiters for the MEP).

The area has had a slight but steady decline in the number of migrating families in the area over the last few years as some local agricultural jobs have become more mechanized. Of particular note, however, both the recruiters and the program director feel that the families that are migrating are composed of larger numbers of new immigrants (some of whom are believed to be illegal immigrants). Clearly the presence of such individuals has implications for recruiting, as more time must be spent explaining procedures, confidentiality, and the services that are available to them (to say nothing of the time it takes to find and develop rapport with individuals who may not want to be found).

PROGRAM SERVICES

Instructional Services

The MEP views the primary need for migrant students as a group to be the development of better English language and communication skills. The specific needs of individual migrant students are determined through pre- and post-testing of children in oral language, reading, and math skills. This testing program, completed upon each student's arrival at the district, is then used to place students in the appropriate classroom and supplementary education program.

The MEP services targeted at school-age students are neither unusual nor particularly intensive. Indeed, the most notable feature of the program is its "indistinctness" from the district's bilingual program, sharing teachers and other staff. As noted previously, most of the MEP instructional services are language focused, especially in the lower grades.

In response to the overall directives specified by the SEA, the MEP specifies objectives in math, oral language, and reading, (and for younger students, preschool social and academic skills). The SEA also specifies the rate of success on these objectives (75 percent). The actual specification of objectives for individual students is left to the teacher, in consultation with both the migrant resource teacher assigned to the school and the migrant project director.

The services the MEP and school district provide to nontraditional students deserve additional comment. For example, the MEP operates a child care center (started as a Migrant Preschool Program, but now expanded to serve all preschool-age students with need). The center, contained in several classrooms in one of the district buildings, is operated in conjunction with the state DSS and the school district. The program operates for 8 hours a day, and provides social skills training and instructional activities for 35 infants and toddlers.

Supporting Services

A school-community liaison works with parents in the MEP and in the surrounding community (the individual's salary is paid by the state's bilingual fund). In addition to other school duties (bilingual resource teacher and advisor to the PAC), this individual works with families in the area with regard to social programs available to them, health care issues, and myriad other factors as demanded.

Rationale for Services

The MEP has determined the primary education need for the students is a lack of English language skills. Concurrent with these language shortcomings in reading, writing, and speaking English is a threat to self-image.

In accordance with statutory requirements, the state education agency conducts yearly needs assessments of the state's migrant students. Local MEPs are required to complete and return needs assessments to the SEA as part of their annual evaluations, which the state then combines into the state-level needs assessment. The reports include such categories as identification and recruitment procedures, numbers being served, instructional and support services available and needed to all students and to migrants, staff development needs, parent and family needs, and inter-agency coordination and support available and needed. In this particular MEP, the needs assessment is completed by the MEP program director from MSRTS and extant student and program records. At the local level, this needs assessment is a base for the development of instructional strategies.

The needs of migrant students in the district are distinct primarily due to their greater need for language usage skills and cultural awareness. Otherwise, this poor and rural district contains many non-migrant students who need remedial instruction and supporting services.

The community containing the migrant program is relatively small, and the opportunities for interaction between school personnel are frequent. Indeed, the physical layout of the four schools in the district (all within one square block) encourages this informal communication promoting easy access to instructional staff and MEP personnel and allowing frequent opportunities to discuss the educational program in general or particular migrant students.

The migrant program in this district is also relatively small and self-contained. For example, the migrant resource teachers who work with particular schools are all housed in the MEP program office, and consequently interact regularly with the MEP program director. Almost all of the services for the migrant students are provided by teachers paid for by either Chapter 1 MEP funds or Title VII/State Bilingual funds, and both the MEP and bilingual education programs are administered by the same individual. And while the Chapter 1 basic grants program in the district is another's responsibility, there is a single Chapter 1 contact person for both MEP and basic grants at each building (generally the school principal) who handles all paperwork, instructional coordination, and other activities for the programs.

At the classroom level, all migrant resource teachers (who are jointly funded by Chapter 1 MEP and Title VII) are assigned to a particular school (i.e., at least one resource teacher is assigned to each of the four district schools). This individual is responsible for coordinating the instructional services received by the migrant students in that school, so all planning and coordination of the content and skills instruction takes place between the migrant resource teacher and the regular classroom teacher. Similarly, the resource teachers are expected to attend school staff meetings, curriculum meetings and various other committee meetings for the schools to which they are attached.

Districtwide, there are monthly administration meetings for all district and school administrative personnel which provide opportunities for formal program discussion between district administrative personnel. Further, occasional program briefings between the MEP director and the district superintendent also take place.

The program director seemed to be on good terms with nonschool district service providers. For example, she was able to arrange for interviews quickly with migrant legal clinic personnel and personnel from the state social service agency's regional office.

INTERPROJECT COORDINATION AND COMMUNICATION

Communications

The state has few intrastate migrant students, so almost all contact between school districts, other than occasional regional meetings at the start of the regular and summer terms, involves interstate communications. For students who migrate to and from the same district each year, service coordination is quite simple, generally involving telephone calls and the transfer of records with the family. Initially, contact persons at each sending school district are telephoned (for example, the Texas Interstate Migrant Council distributes a list of schools and counselors in Texas high schools to all MEP project directors and high school counselors within the state). These calls then serve as the source of information regarding course accomplishments, credits received, work outstanding, and the like. Such contact seems frequent and serves as an immediate and focused record transfer system to back up MSRTS. More work is required for new immigrants and families who have not traveled previously to the MEP; however the same procedures apply. The MEP has more elementary school students than high school students, and these telephone procedures are not frequently used with the younger students. Instead, teachers work within the MSRTS system to distribute information about course accomplishments to sending schools.

Opportunities also exist for personal communication between individuals from sending and receiving states during scheduled migrant conferences. For example, some educators in the MEP participated in a state exchange program with the express purpose of discussing interstate coordination. Also, the program director regularly attends conferences for central stream states, national migrant conferences, and regional meetings to discuss the issue.

The perceived utility and timeliness of MSRTS data depend on the respondent and his/her areas of concern. For example, the one MSRTS clerk in the district, who also works as a migrant aide (half Migrant, half Title VII funded), expressed concern about the amount of information that is entered in the system but never used. The high school counselor responsible for credit accrual and transfer agrees that some information is never used and that student records frequently are not updated by sending schools; however, he also argued that "we would be lost without it." Procedures at the state office (where all MSRTS terminals are located) seem to work reasonably well, with approximately a one-day delay in receiving responses to requests during the regular term (but longer in the summer).

Coordination

Migrant conferences are sponsored by the state MEP's regional service center. Local and intermediate school district personnel from the surrounding communities and representatives from the educational service center; state social service, labor, agriculture departments; and interested community leaders attend the meetings.

Of particular interest are the different definitions of formerly migrant students employed by different agencies in the state. The state education agency (SEA) and the state department of social services (DSS) define currently migrant students comparably with the U.S. Department of Education; however, the two state agencies disagree on formerly migrant students. After one year of migrant status, the migrant families are no longer eligible for social services as migrants (though they may qualify for similar services as poor or rural residents). There does seem to be some confusion at the local level about what services should be appropriately provided to formerly migrant students because of this distinction.

Some conflict has arisen within the state regarding funding of local school district projects. Directors of MEP intermediate units feel they can provide more adequate services than can district projects. However, the state has encouraged local districts to initiate their own projects, breaking up some of the larger intermediate units.

EXPENDITURES

Sources and Levels of Funds

The migrant education program receives little direct financial support from the school district. However, as noted earlier, the MEP is virtually indistinguishable from the district's bilingual education program, which is heavily supported by the state bilingual program and federal Title VII funds. The MEP would be extremely limited in scope without this bilingual money (all migrant resource teachers are funded at least 50 percent by the Title VII and state bilingual programs). Funding for the district's migrant child care program comes from the state's department of social services, with fees paid on a need-based sliding scale for non-migrants.

Funding Priorities

The MEP received $79,000 from the SEA in Chapter 1 Migrant Funds for the 1989-90 school year. Of this figure approximately 25 percent was allotted to administration and 50 percent for instructional services. The remainder was assigned to MSRTS. The funding for the MEP has decreased each year for the last several years, as the number of migrant students has declined. For example, the budget in school year 1988-89 was $87,113, or some $8,000 more than the budget for 1989-90.

ADMINISTRATION

Organizational Framework

The MEP employs eight individuals paid, in part, by migrant funds. These include the following:

Title	Number	Migrant Funded FTE
Program Director	1	.46
MSRTS Clerk	1	.80
Records Clerk	1	.33
Teacher	2	.66
Instructional Aide	2	1.00
School-Home Liaison	1	.70
Total	8	4.62

Other staff work with the migrant children, especially those funded through Title VII and the state bilingual program. For example, one migrant resource teacher attached to the upper elementary and high school is 100 percent Title VII funded. Indeed, many of the instructional services provided to migrants students would be lost if Title VII and state bilingual monies were cut. For example, about three-fourths of the special instructional staff (in FTE) at the high school and all at the upper elementary school are not funded by the MEP. These staff members are closely involved with the migrant program, however, and in their own minds see little distinction between the migrant and bilingual education programs in the services they provide. This is aided, of course, by the fact that the MEP program director also heads the bilingual education program.

The MEP is administered by the program director, who reports directly to the superintendent. These two individuals make all decisions regarding the development, implementation, and assessment of instructional and support services for the MEP. This is not to say that the SEA does not require compliance to regulations or provide careful monitoring. For example, the SEA requires an extensive application and budget each year before funding is distributed, a yearly evaluation report from each program (that must include student-level outcome data), and a yearly needs assessment. These documents then become the basis for needs assessments, applications, and evaluations at the state level without much additional effort from the SEA.

Support from State or Region

Visits to all regular term MEPs are conducted each year, and formal monitoring visits are conducted by SEA staff every two years (and more frequently on an "as needed" basis when programs are out of compliance or other difficulties are observed). The last visit to this MEP was in January of 1989 and the report (a two page letter to the program director) indicated that the MEP was in compliance. The visits focus almost exclusively on compliance with federal regulations, with such elements as PAC agendas and minutes, fiscal records, identification and recruitment and MSRTS procedures, and instructional plans being checked. These visits involve little teacher, student, or parent contact.

The SEA migrant office (and through its regional education offices) is the agency in the state responsible for support and training for MEPs. The activities targeted for technical assistance are almost exclusively those activities required by the SEA. For example, detailed training sessions are conducted twice each year for MSRTS clerks and recruiters. These sessions are generally offered at the educational service center and cover the materials and procedures that must be accomplished by the personnel. Overall, the personnel are quite pleased with the sessions and feel that they increase job competencies.

Overall, the state is perceived to be meeting its responsibilities well with regard to training, especially in those areas in which it exhibits the most control--funding, identification and recruitment, and MSRTS. For example, the MEP is especially pleased with the staff training the regional office provides to MSRTS and recruitment staff. The program director believes the SEA (and its regional representatives) should serve more as facilitators and provide technical assistance in addition to distributing funds and conducting MSRTS and identification and recruitment training.

Parent and Community Involvement

Community involvement is limited. Luncheons are provided for growers, during which the program director actively solicits input regarding recruitment and interaction with migrant farm families. These meetings are then followed throughout the year by letters and telephone calls from the program director, and personal visits by recruiting personnel and home-school liaison staff.

The district seeks to encourage parents to take a more active role in their children's education (as well as their own), with the goal of "bridging the gap" between the achievement of migrant and non-migrant students. However, the success of these programs (at least in terms of the magnitude of parental response) is not overwhelming given the occupational demands of the parents. The activities include cultural awareness programs, Open House days at school, and MEP-sponsored conferences (on such topics as obtaining services from community agencies, educational programs, health risks, dangers of farm chemicals, and the like). The most promising interaction between the MEP and the community, however, involves the provision of community-based educational opportunities. School buses converted to classrooms are driven to migrant camps and are used to provide educational services for both parents and students. These facilities clearly encourage parents and other family members to attend evening English classes and other adult basic education programs to enhance their own educational accomplishments (as well as those of their children).

A single PAC serves both the Chapter 1 MEP and bilingual education programs in the district and meets approximately six times a year in a school cafeteria (four regular term and two summer meetings). The group is designed to provide information about school plans and activities to parents and to enable some instructional activities to take place in an informal setting (for example, a local circuit court judge talked at a recent meeting about obtaining citizenship). Another goal of the meetings is to obtain ideas from parents regarding the operations of the programs. Finally, the state requires that PACs be provided (and given the opportunity to comment on) federal, state, and local rules and regulations that govern the projects and all federal and state auditing, monitoring, and evaluation reports of the program. However, evidence of this role was not provided.

The organization itself seems very casual, and family members who can attend the meetings are asked to become members of the PAC. The group currently consists of six members (two husband and wife teams of migrant parents, the migrant program director, and the bilingual coordinator). There do not appear to be formal procedures for election to the committee and the educational professionals on the committee seem to schedule the meetings, set the agenda, and the like. The parent PAC representatives are all members of well-known and accepted migrant families in the community. The two families are quite consistent in their migratory patterns and have returned to this MEP for over 10 years.

Each meeting is announced through notes sent home with each student in the bilingual and migrant programs and letters mailed to participants in the adult ESL program. The meetings are held in the early evenings as "pot luck" affairs. Child care for younger children is available at the sessions.

Settled City
Regular Term

INTRODUCTION

Project Setting

This project in a western stream state is housed in a district that incorporates two suburbs, one wealthy and the other a working class suburb of homeowners who are primarily Hispanic. Almost all MEP students are children of former migrants. A small percentage return to Mexico during the summer with their families to help relatives pick crops there.

The school district had 22,774 students in November 1989, of whom 57 percent were Hispanic, 21 percent were white, non-Hispanic, 14 percent were Asian, 5 percent were black, and 2 percent were Filipino.

Project Overview

The migrant education program in the district is about five years old. It began with pullout programs but recently the state has pressured it to change to services that are clearly additional and supplemental; so for the last two years the program has had after-school counseling/tutoring on a voluntary basis and a voluntary four week/four hour a day summer school. The program also supports the preschool portion of a combined adult ESL/child care program and provides limited community outreach.

MEP services are offered in three elementary schools, one junior high, and two comprehensive high schools. Two of the elementary schools, the junior high, and one of the high schools have the largest concentrations of students classified as migrants in the district.

There are 291 migrant students in the district, of whom 242 (83 percent) are formerly migrant and 49 are currently migrant. The number of migrant students is expected to decrease over the next few years because of the lack of currently migrant students as well as the fact that many of the formerly migrant students will cease to be eligible soon. To counter this trend, the district made a concerted effort to locate eligible students in the past year, and it has been fairly successful: before that time it had about two-thirds the current number of eligible students (180 in 1988).

The programs are developed by the individual teachers and tend to reflect the subject matter in regular classroom instruction. In the elementary grades, migrant teachers speak periodically with the regular classroom teachers. High school tutoring is offered in whatever subject the student needs assistance, and after-school counseling (primarily academic) is also offered to high school students.

Supporting services are available and are funded directly by the migrant regional office. They include health services, community outreach, and other special activities.

STUDENTS AND TARGETING

Characteristics

The after-school program (which is the main service) is provided at four elementary schools that serve a total of 68 eligible children and three secondary schools (grades 7-12) that serve a total of 61 children. The 129 migrant students who receive services constitute 44 percent of the 291 identified students.

All together, approximately 75 percent of eligible students receive instructional or supporting services. Ostensibly, currently migrant students receive preference but "it hasn't been an issue" since there are so few of them. The district also enrolls 16 children, ages 3-5, in the preschool program.

Almost all of the migrant students in the district are Mexican American. There are two Samoan students and one black student. For the district as a whole, a little over half the students are Hispanic. About 42 percent of the migrant students are limited English proficient.

Although no precise figures are available, according to program staff more than half the eligible migrant students were also receiving Chapter 1 basic services. Most eligible migrant students were reading at or below the 35th percentile for their grade on the California Achievement Test--which is the main local identification criterion for Chapter 1 services.

Very few MEP students receive special education services, but no one had an exact number. The MEP has only been in existence for four or five years, so there is little evidence of change over time.

Identification and Recruitment

The county supplies a migrant education recruiter who works in the district two days a week. Most of her time seems to be devoted to home visits to confirm eligibility once it has been established initially--a parent of each eligible child must attest to eligibility each year. She also plays a role in providing supporting services; she identifies persons who could get Christmas packages and persons who should be referred to the once-a-year dental and physical exam clinics run by the regional office. If children need dental services she has to visit parents to ascertain their ability to pay.

In the main, students are identified as follows. All new students in the district (Kindergarten and older) who appear to speak a language other than English are referred, with their parents, to the district's registration and assessment center. This center, funded with bilingual education funds, registers the children for school and administers an oral language assessment, and for older children writing samples and (for Spanish speaking children) a comprehension test in Spanish. The center checks with previous schools, if applicable, even if they are in other countries. The center staff determines whether to place children in bilingual classrooms (available only in Spanish) or to get the children the support of aides who are available in 20 languages. Children who were in bilingual education in a former school remain in it unless certified by the school as fluent in English.

The center has a form in five languages asking parents whether they have engaged in agricultural work in the past five years. This centralized system has been in place for two years and the center staff credits it with greatly increasing the number of migrant education eligible children in the district. Intake workers also refer parents for ESL, adult education, food services, and clothes as needed.

The center is open all year, although it does the bulk of the kindergarten work in the summer and fall. As to new immigration patterns, the staff mentioned non-Hispanic students as growing in numbers--especially Chinese and Koreans--along with children from Mexico and increasingly from South America. The county recruiter thinks the centralized process has led to the identification of more current migrants than previously because no one is admitted to a school (even in mid year) without first being registered at the center.

PROGRAM SERVICES

Instructional Services

The main instructional service is after-school counseling and teaching provided in three elementary schools, two junior high schools (grades 7 and 8), and two high schools (grades 9-12). These programs run for three hours a week for 31 weeks. In one school, the program also operates from 7 to 8 a.m. to help with homework.

While 65 percent of the schools in the district have 10 or more students who qualify for MEP, teachers were only available in a few of the schools, so that was where the program was housed. By and large, they are the schools with higher concentrations of MEP students, but there are several other schools with large migrant concentrations and no program.

Attendance varies across schools and from day to day because the after-school programs suffer from problems of student participation. At the elementary level, a teacher noted that attracting students outside of the first grade was a problem because of transportation difficulties outside of regular school hours (there are no buses to take them home). First grade students tend to be picked up by parents. The high school program will probably change to a Saturday program next year in hopes of attracting more students. None of the programs attracts eligible students from schools without programs.

In general, one instructional staff person is involved in each school's program, and the teachers basically set their own curricula. At the elementary level, the migrant teachers develop their programs in consultation with the classroom teachers and with some help from the migrant specialist. The programs generally stress direct and individualized instruction.

A preschool program is offered to 16 children ages 3-5 for two days a week, three hours a day. This program runs throughout the school year. It takes place in conjunction with an ESL program funded through adult education, but with the funds for the teacher in the preschool program provided by the MEP. Children are occupied in the preschool while the parents learn English. The adult ESL program also seems to be the origin of the parent advisory council.

The district's MEP has also created a summer program that serves grades K-12. About 129 students were served by the program in 1989. It runs for four weeks, four hours a day, and emphasizes instruction in academic subjects through the arts.

Supporting Services

Supporting services are funded directly by the regional office. They include the identification of migrant students at the registration and assessment center. Health services are also available. A nurse paid by the regional office visits homes identified by the MEP recruiter as having no other access to health care. She provides minimal services such as referrals for eye glasses and some physical exams. Dental screenings are also provided if parents can't pay. Dental and physical clinics are held by the region once a year. At Christmas, local social agencies make food available to very poor families identified by the migrant education recruiter.

The district receives a small amount of additional funds directly from the state and the regional office for a community outreach program. The program, in collaboration with the parents of the migrant students, supports such special activities as a meeting (attended by 500 people) on what is needed for students to attend college. A member of Congress attended and the session was entirely in Spanish. The funds support a secretary who stays in touch with the families and helps organize events.

Rationale for Services

The district has opted for after-school and summer programs in response to the state policy that emphasizes moving away from pullout programs. The consensus in the district is that migrant students do not have greater or different learning needs from their other students.

In preparation for the annual budget submission, the migrant specialist in the district prepares a needs assessment document that is submitted to the region. It is not extrapolated from student records or based on surveys but rather based upon the migrant specialist's sense of what is needed. He talks frequently with parents, teachers, and administrators to form his conclusions. The report does not describe any data collection process but simply announces needs that exist and the mix of services that will be provided. The emphasis on the summer program is largely the result of the migrant specialist's interest in arts education, and the emphasis on an after-school program is attributed to the state's policy not to have pullout programs (as well as the belief that students will not attend weekend programs).

The migrant specialist is housed in the same office as the bilingual education specialists and the Chapter 1 coordinator, and they all report to the same supervisor (who has a Chapter 1 background). They frequently interact, and one of the bilingual education coordinators was previously the migrant specialist. Nonetheless, there was real haziness about the overlap in the children involved in all three programs. The migrant specialist had little idea how many of the migrant students were in Chapter 1 or in classes with bilingual instructors or aides. The Chapter 1 specialist expressed a strong desire to coordinate better with migrant education.

The lack of coordination may be the result of perceptions of the migrant program. Compared to Chapter 1 basic or bilingual education, the MEP is seen as more supplemental and optional--students receive the other services to which they are entitled and, if they are migrant eligible, they can elect to participate in MPE as well. District staff do not see migrant status as significantly affecting performance (90 percent of the eligible children are in the district all year), so they view the program as a nice add on.

The district has a dropout prevention program housed in another facility. The program appears to have little relationship with any of the federal programs. It is part of a statewide dropout prevention initiative and has no instructional components, so there is little reason for coordination with other programs. The registration and assessment center refers 18-21 year olds to ESL, adult education, and other programs run by the district and county.

The main coordination mechanism within the district is the registration and assessment center. It is one-stop shopping for regular school, adult education, emergency services, and some social services. It is funded out of bilingual education funds.

INTERPROJECT COORDINATION AND COMMUNICATION

Communication

When a student transfers between districts, a staff person from the registration and assessment center will call a sending district for information. She does not use MSRTS. Since almost no migrant eligible children exit or enter in the middle of the school year, the issue does not arise often.

MSRTS is used by no one. Most of the people interviewed for this study had never heard of it. Those who had considered it a waste of time or impossible to understand. They resent the time involved in supplying information to the system and said they get nothing out of it.

Coordination

No formal mechanisms exist for coordination between districts. However, the district's assistant superintendent and the regional office's migrant coordinator indicated that they would like to develop more cooperation among neighboring districts, since the populations are similar.

EXPENDITURES

Sources and Levels of Funds

The total MEP budget for the school year is approximately $90,000, and the summer budget adds about $27,000. Over the past five years the level of funding has decreased despite the previous year's increase in identified migrant students..

Carryover is not allowed by the state. In fact, a couple of years ago the district was unable to spend its full budget and had to return funds. They say this has hurt them in subsequent budget negotiations with the regional office.

The other source of funding is state bilingual education/ESL funds that pay for the teacher in the ESL class. The intake staff at the reception and assessment center are also paid out of bilingual education funds although they do the initial identification and recruitment for the MEP.

Funding Priorities

MEP funds are primarily allocated to administrative and instructional services since the region pays for many supporting services directly. Instructional services account for 16 percent of the budget, supporting services 18 percent, administration 61 percent, and MSRTS 5 percent. Total per pupil expenditures for the MEP are about $698. Looking only at instructional expenditures for the students who receive services, it would be about $112 per pupil.

ADMINISTRATION

Organizational Framework

The migrant program is housed under the compensatory education office along with bilingual education and Chapter 1 basic. The compensatory education director, in turn, reports to the assistant superintendent for instruction. The only MEP staff are the migrant specialist and a part-time clerical person. The migrant specialist appears to have considerable autonomy to run the MEP as he sees fit (within his budget). A new school board with several bilingual education advocates wants to elevate bilingual education to a position commensurate with Chapter 1 and put migrant education in the bilingual office. The migrant specialist is lobbying heavily for this reorganization.

Several functions related to migrant education are housed under other assistant superintendents and seem to be largely removed from interaction with the program. These include student testing and dropout prevention. While special education is also under the same assistant superintendent, there is not much interaction between it and migrant education.

Support from State or Region

From the standpoint of the district MEP, the regional migrant education office is really the key higher up player. The regional office allocates funds and provides services. These services include identification and recruitment, MSRTS, a nurse for health screenings and follow-up, a mobil dental clinic, parent education (monthly leadership development meetings for members of the parent advisory council), staff development (two meetings a year where the region pays for substitutes so teachers can attend), and monthly meetings for district MEP coordinators.

MEP staff in the district generally view the regional office quite negatively. Regional officials are seen as obsessed with identifying and certifying as many eligibles as possible and far less concerned with the quality and quantity of instructional offerings. Monthly update meetings for coordinators are not considered useful. There is particular suspicion since funds promised in the past were not forthcoming. Popular summer programs at nearby universities have been cut back or eliminated. On the other hand, the leadership training program the region provides for the officers of the parent advisory councils is popular. Three people from the district attend.

Parent and Community Involvement

The parent advisory council meets about once a month during the school year. The president and treasurer are enrolled in the ESL class, which appears to be a formative group for participation in the advisory council. The PAC seems to be a relatively loose knit but extensive informal group.

The migrant specialist indicated that he asked the PAC about their "wish list" when he drew up his needs assessment and that the summer program and ESL instruction were on that list. Parents help organize special activities such as the College Opportunity Conference.

Although the PAC does not play a direct instructional role in the MEP, it does appear to be involved in the politics of the district (for example, circulating a petition for the reinstatement of the school breakfast program). The officers also attend the leadership training program at the county level.

Blueberry Hill
Regular Term

INTRODUCTION

Project Setting

This project is located in a small town of approximately 2,000 residents located on an island off the state's coast. There are 460 students in the district, 280 in the elementary school which serves grades K-8 and 180 students in the high school.

The MEP serves primarily intrastate migrant students who use the town as their home base and move during the summer months to pursue agricultural or fishing activities. The primary crop in the county is blueberries. Some migrant families also work in forestry, specifically in tree-tipping (Christmas wreath making).

The state makes direct subgrants to the districts for migrant education based on the number of teachers hired to provide instructional services to migrant students. Districts applying for state funds must have 15 migrant students (at least three currently migrant) in order to receive funding for a half-time teacher, and 25 students (at least five currently migrant) to receive funding for a full-time teacher. The migrant program here has been funded for nine years with no interruptions, and it just hired its third migrant teacher this year.

Project Overview

The migrant program currently has three teachers, two at the high school and one at the elementary school. These are the only schools in the district.

The project identified 118 migrant students in grades K-12 this year. Last year, identified and participating students qualified for MEP in the following ways: interstate agriculture, 4.8 percent;

intrastate agriculture, 47.6 percent; formerly agriculture, 31.7 percent; interstate fishing, 0 percent; intrastate fishing, 6.1 percent; and formerly fishing, 9.8 percent.

The program is voluntary for secondary school students and students do not receive credit for participation. There is no student selection process. Any eligible students in grades K-12 may receive migrant instructional services. Of the 118 students who are eligible for services, about 98 participate in the MEP on a regular basis. All 38 of the elementary students participate regularly.

The migrant program in this district is primarily a tutoring program. Elementary school students are pulled out of their regular classes for tutoring services. Secondary school students who qualify for the program may come to a resource room during their study hall or free time. One of the teachers at the high school works primarily with remedial students and the other works with academically successful students. There are no specific subjects taught or a set curriculum. No supporting services are offered through this project.

In determining what instructional services to offer migrant students, the elementary school teacher identifies needs and coordinates services with the regular classroom teachers. The high school teachers frequently help students with their homework assignments or work on reading or logic skills. Additional student needs at all grade levels are identified through conversations with regular classroom teachers or through reviewing report cards. In addition, as part of the migrant program, all identified students are given free RIF (Reading is Fundamental) books. Teachers stressed that migrant students needed help with self-esteem more than anything else.

STUDENTS AND TARGETING

Characteristics

The students served in the migrant program are primarily white with about 20 percent Native Americans. There are no students identified as limited English proficient in the district.

There are some gifted or talented students in the migrant program. Since there is no special program for these students (despite a state mandate that all districts have programs for gifted or talented students), the district serves them through the MEP if they qualify as migrant. One teacher at the high school estimated that 12 of her 39 migrant students were in the top 10 percent of their class, while the other secondary teacher had no gifted students. The elementary MEP teacher said three of her 38 students were gifted.

There is some overlap in the students served in special education and migrant education, but very little service coordination. About seven migrant students were in special education, six in the elementary school and one in the secondary school.

Identification and Recruitment

Teachers in the migrant program are responsible for identification and recruitment in their districts. Migrant teachers spend the first two weeks of the school year recruiting students and they continue to recruit throughout the year on a less intensive basis.

There is great incentive for the migrant teachers to identify new students each year because they could lose their funding and jobs if the number of eligible students drops below 75 (3 full-time teachers x 25 students). However, the incentive to recruit beyond that point is very small. One teacher reported that the teachers recruited about 12 previously unidentified migrant students this year. It appears that when students are identified during the school year, additional staff are not added until the subsequent year's application and grant are completed.

All teachers are required to conduct home visits with each potentially qualifying migrant student. During the home visits, teachers complete the certificate of eligibility (COE), describe the migrant program to parents, and discuss what the parent sees as goals for the student. A report of each home visit must be sent to the state migrant office.

In addition, the migrant teachers speak in each class to identify and recruit students. If new students move into the district, migrant teachers talk with them to see if they qualify for the program. Since most of the qualifying moves occur over the summer, home visits are conducted with students who were in the program in the previous year to update their COE and record another qualifying move.

PROGRAM SERVICES

Instructional Services

The services provided through the MEP are student-specific and, to a certain extent, student-directed. Typically, especially for the older students, the tutor helps students with whatever they want help on. Some students attend the program several times a day and others only come when they need help. Generally, students come for one period a day in the high school. The MEP remedial services are not particularly different from the Chapter 1 remedial services. In many cases, a student who is eligible for both programs simply chooses to attend one tutoring session or the other.

Both migrant and other teachers felt that migrant students were very much like other students in the district. Currently migrant students had a stronger incentive to work rather than attend school because their families were financially needy. However, in terms of educational need, migrant students were quite typical of all students in the district.

The state has a significant role in deciding what services will be provided through the MEP and the ways those services will be provided. The primary requirement is that fully certified teachers be hired to provide instructional services. The state also requests that all migrant projects have a reading component and that currently migrant students be served first, and it outlines requirements for identification and recruitment.

Supporting Services

No supporting services are offered through this program. The state only funds instructional services through the MEP, so needy migrant families rely on county health facilities or other social service agencies for assistance.

Rationale for Services

The state requires that each migrant student be tested as part of the needs assessment. Beginning next year, all students in the district will be tested yearly, so no additional testing for migrants will be required. For the needs assessment, teachers must complete a priority-of-needs form. Points on the form are assigned based on the student's migrant status, reading level, presence of emotional or family problems, academic standing (grades retained), and achievement test scores. Since the district offers services to all identified students, no student selection results from the needs assessment process. However, results must be submitted to the state. The state previously used the locally submitted needs assessments for its state needs assessment, but this did not permit evaluation of needs for students who were not being served. The state is beginning to use MSRTS data for the statewide needs assessment.

There are only 180 students in the secondary school and 80 of them are eligible to receive MEP services, so coordination is not much of a problem. There are no formal means of communication or coordination between any of the teachers or administrators. Migrant teachers say that they talk to regular classroom teachers almost every day and have plenty of opportunities to discuss student needs.

INTERPROJECT COORDINATION AND COMMUNICATION

Communications

Since the students in the district are not experiencing educational disruption due to moves, communication between sending and receiving districts is not an issue. This may explain the resentment teachers have toward MSRTS, especially the health forms. The district does not employ a nurse and teachers feel unqualified to make decisions about a student's health status. Teachers must complete MSRTS forms and send them to the state. While teachers feel they have no need for MSRTS, they admit that if they were a receiving district, the system might be useful. The teachers put a lot of information into MSRTS but rarely request anything from the system. One teacher described a situation in which she requested an MSRTS record for a student transferring to the district from a private school about 30 miles away. At the time of our visit, it had been three months since the teacher requested the record and it still had not arrived.

Coordination

Some of the migrant students in the district attend summer harvest schools in the state. There were two such summer migrant projects in 1990, but no mention was made of coordination between the sending district and the summer projects.

EXPENDITURES

Sources and Levels of Funds

For the 1989-90 school year, the district received $102,212 from the state. These funds paid $100,737 in salaries and benefits for three full-time teachers, $1,100 for in-service training, $300 for audit services, and $75 for supplies. The documentation implies that funds may not be carried over by the subgrantee but must be returned to the state if not expended.

The funding level approved by the state is tied directly to the number of teachers and the rate of pay in a particular district. It appears relatively stable within those guidelines.

Per pupil expenditures within the district are about $2,500 for all students.

Funding Priorities

Virtually all funds allocated to the project were for instructional services. No money was spent on supporting services. It is difficult to separate out money expended for identification and recruitment because teachers are responsible for identification and recruitment, administrative functions, and MSRTS. We estimated about three weeks per regular school year were devoted to identification and recruitment, or about 8 percent of the total. No expenditures are set aside specifically for administration or coordination.

ADMINISTRATION

Organizational Framework

This migrant project reports directly to the state migrant office. The superintendent is the formal local project administrator, but he has very little to do with the operation of the program, primarily because he is not only superintendent of this district, but also of three other school districts. The teachers work directly with the state office on many issues and otherwise are supervised by the school principals.

Support From State

The project is visited every year by either the state MEP director or the state MSRTS supervisor. The state MEP representative usually spends a day providing technical assistance and monitoring the program. Relations between the state and the local project are extremely good.

Teachers are required to submit a host of reports to the state office. These include annual reports, needs assessments, monthly reports, start of year summaries, home-visit reports, health forms, MSRTS termination forms, certificates of eligibility, teacher schedules, and an inventory of supplies. Monthly reports submitted by the project are matched with MSRTS to check enrollment figures and ensure the project has a sufficient total number of migrants and sufficient currently migrant students to retain staff.

The state determines that projects must hire fully certified teachers to provide services to migrant students. It appears that the teachers and principals decide the remainder of the service delivery issues. The state also mandates particular activities for identification and recruitment such as home visits and other activities described in the annual report.

The state has set up an 800 number that teachers may use to ask questions. The state migrant project has also published a teacher manual that describes all of the reporting requirements, testing procedures, and so forth.

Every year, the teachers attend a training session for two days. These are perceived as extremely useful. Separate sessions for experienced and new migrant teachers are scheduled.

Parent and Community Involvement

There is no parent advisory council in the district. Teachers meet with parents during the home visit and typically have two social events each year that include migrant parents, teachers, and students--one at Christmas and one in the spring. The lead teacher feels that migrant parents are exhausted at the end of the day and does not feel she can ask them to participate in a PAC. The teachers frequently know the parents since the town is so small. They reportedly call on the phone every few months to discuss student progress.

Harbor Town
Regular Term

INTRODUCTION

Project Setting

This school district in the eastern stream is technically not a migrant education program, in that it has migrant children but provides no direct Chapter 1 migrant education services. However, some MEP services are provided through an educational cooperative owned and operated by nine other school districts in the area. The cooperative also provides services to 11 non-member school districts, of which this district is one. The cooperative has been in existence since 1967.

This part of the state is rural and sparsely populated. Migrants in the area seek employment in the fishing industry, cutting down trees, and working with crops such as tomatoes, strawberries, and cabbage. Migrant children in the area are Hispanic, black, Southeast Asian, or Native American.

Project Overview

The cooperative's MEP project surveys its school districts each year to identify eligible migrant children. A tutorial program is implemented in districts with sufficient numbers of migrant students who meet the cooperative's criteria for services. At various times over the past several years this district has received the tutorial services, other years it has not.

The district received tutorial services during school year 1989-90. If a school has, during any six-week grading period, at least five eligible migrant students who (a) receive a D or F in a class that is required for promotion or graduation, or (b) are deficient in many skills, then a tutor is provided for that school to serve those migrant children. The cooperative's migrant advocate checks grades every six weeks to determine the migrant students' eligibility for tutorial services. She also checks with teachers and counselors to identify eligible students.

The district has 59 schools--36 elementary, 10 middle, 8 high schools, 2 vocational schools, and 3 special centers. Thirty-one of these schools have identified migrants--17 elementary, 8 middle schools, 5 high schools, and 1 special pre-K center. At the time of the visit, during the third six-week session, two tutors worked at three schools (one elementary, one middle, and one high school). Twenty-two students were receiving tutoring services. Other schools meet the criteria for tutorial services but for various reasons have elected not to receive them.

The tutors see each student twice a week. At the elementary school, the tutor works with a student for about 45 minutes a day in basic skill areas. At the middle school and the high school, the tutor works with the migrant student for one class period a day in the subject for which the student received the D or F. A student could be tutored for up to two periods if he or she qualifies for tutoring in two subjects. The tutor goes to the teacher and the teacher gives the tutor the work for the tutor and the migrant student to do. The tutoring takes place in various locations depending on what the school works out. Some tutors sit in the classroom with the student for part of the time and then go to the library, some take the student to a corner of the classroom, and some spend all the time in the library.

STUDENTS AND TARGETING

Characteristics

When the program began in this district in 1988 there were 120 identified migrants; in 1990 there were 257 identified migrants. All but about five of the district's migrant students are Vietnamese. They are also predominantly formerly migrant, with most being in their second year of eligibility. Most have come to the area to work in fishing. Migrant students tend to be older for their grade than non-migrants.

Identification and Recruitment

In the fall, the cooperative distributes an occupational survey form through the schools to any families that have moved within the past 12 months. A contact person in each district collects the forms and sends them to the cooperative office. They also work with health departments, chambers of commerce, and churches (especially the Catholic Church) to find out about eligible families. The cooperative employs one recruiter for this district, who is Vietnamese.

The recruiter spends about two-thirds of his time on recruiting activities and about one-third on paperwork (checking student records and certificates of eligibility).

Staff of the cooperative feel their identification and recruitment efforts are facilitated by the fact that they have been working with the school districts in the region for 23 years. Through inservice training and other forums, staff of the cooperative and the districts get to know each other and build trusting relationships.

The MSRTS clerk at the cooperative enters the certificate of eligibility information and the withdrawal information into MSRTS, as well as any other relevant information. For the larger districts, the forms go from Little Rock back to the districts, where the forms are placed in the children's folders. The forms get to the districts within three days. Staff at the cooperative report that the more familiar a district is with MSRTS the more likely it is to use it.

According to the migrant advocate here, for many years the people in the district said they had no migrants. They never thought of fishing as migratory, instead thinking that the southern part of the state had all the migrants. Several staff members in this district feel that this view is also held by the state education agency that identifies migrancy with the southern portion of the state.

PROGRAM SERVICES

Instructional Services

The tutoring services that migrant students receive vary from school to school. Many migrants receive ESL services through non-migrant sources; staff members at one school feel that if a migrant student is receiving ESL services from the district, there is no need for MEP tutoring services also. Other schools provide both. Services funded by the Chapter 1 basic grant are available at some schools. Some migrants also participate in a preschool program operated by the district and funded by the Chapter 1 basic grant and state compensatory education. Most of these services seem to be provided based on educational need rather than on migrant status.

Supporting Services

Supporting services are not provided directly. The educational cooperative works with Catholic Services, which distributes food and clothing, and with various county growers' associations and ministers' alliances to locate supporting services.

The migrant advocate in this district receives assistance from the director of the Chapter 1 program, who often suggests outside agencies for the migrant advocate to contact regarding supporting services. Such agencies include the county health department, the Catholic Social Services, and the Salvation Army. There is no migrant health or migrant head start in the district.

Rationale for Services

MEP tutoring services are provided by the educational cooperative to a few districts with sufficient numbers of migrant students based on educational need. No formal needs assessment is performed other than the monitoring of grades and contact with school staff described earlier. State personnel reported that in most school districts, most elementary schools are eligible for services under the Chapter 1 basic grant, so that a migrant child attending a Chapter 1 school would most likely receive Chapter 1 basic grant services. In recent years more schools offered MEP tutoring services because of looser state guidelines regarding numbers of eligible students in a school.

Given that most migrants in the district are Vietnamese, the overwhelming consensus among district staff was that their needs stemmed from lack of English proficiency. According to the migrant advocate, 111 of the 257 identified migrants receive ESL. Some also cited cultural differences, and the difficulty of communicating with parents and involving them in school and educational activities.

COMMUNICATIONS

The migrant advocate in the district works with the teachers to fill out the educational records for MSRTS. She finds it is "like pulling teeth" to get teachers to fill out the skills sheets (the last three skills mastered in reading, math, and oral language) for each identified migrant student at the elementary grades. At monthly Chapter 1 meetings for the resource teachers she distributes the skills sheets to the resource teachers, who in turn distribute them to the regular teachers. The migrant advocate asks for their return over a one-month period. The migrant advocate fills out the secondary credit exchange forms for secondary migrant students using the students' report cards and school records. The migrant advocate also is responsible for getting withdrawal forms to the MSRTS clerk housed at the cooperative office.

At the beginning of the school year, the migrant advocate distributes lists to each school to let them know the names and migrant status of the migrant students in their school.

EXPENDITURES

The cooperative does not break its expenditures down by district, so only rough estimates can be made. Based on MEP staffing in the district (1 migrant advocate and 2 tutors) and a proportional share of the cooperative's administrative and support services (e.g., MSRTS), about $48,000 is allocated for MEP in this district. About $28,000 (58 percent) of that can be allocated to instructional or support services to migrant students, $6,000 (13 percent) to identification and recruitment, $2,000 (4 percent) to MSRTS, and the remainder ($12,000, or 25 percent) to administration, intra-state coordination, and similar functions.

ADMINISTRATION

Organizational Framework

The administrative structure is unusual. Since the migrant advocate is on contract to the educational cooperative, she is not part of the school district. She is housed with the Chapter 1 program (which is located in a separate building from the rest of the administrative offices) and is really not connected to the district's structure. She has, however, received much support from the director of Chapter 1, who wrote letters of introduction to each of the schools on behalf of the migrant advocate when she began this project. The migrant advocate works from the first of September until the end of June, for six hours a day, five days per week.

Support from State or Region

At the education cooperative, they deal with the state regional office for questions about project applications. (The regional office is located at the same site as the cooperative office.) For questions about eligibility, identification, and recruitment, and MSRTS, they call their contact at the state education agency.

The regional office is staffed by one person who sees himself as the state education agency's arm in the field. He works mostly with the Chapter 1 basic grant program and only peripherally with the Chapter 1 migrant education program. He sees an ever increasing number of migrants in this area and sees the cooperative as not only doing identification and recruitment but also improving the image of migrant education in this section of the state. He sees some progress being made in overcoming the region's resistance to the MEP. He feels the obstacles include (a) the children are so spread out, and (b) the schools may feel they do not need the MEP since they already have the Chapter 1 basic grant and state compensatory education programs.

He provides technical assistance in the design of the migrant project, observes on-site both in the regular term and the summer term, informally communicates information to the cooperative staff, and meets with them more formally at project review time.

The cooperative staff recently received training from the state on MSRTS and recruiting, and they attend state and national meetings.

The migrant advocate in the district sends paperwork to the cooperative once a month--time sheets and mileage logs for herself and for the tutors. At the end of the school year she fills out skills sheets and secondary credit forms. The tutors also keep a tutoring log. The migrant advocate rarely goes to the cooperative office. This year she has been twice. Last year she went once. During this school year she has been visited by the cooperative migrant project manager twice. The recruiter comes more often but she does not always see him as he may be in the community nights and weekends recruiting (although the migrant advocate reports that the recruiter does not always follow up her leads in a timely manner.) There seems to be very little communication between the cooperative office and the migrant advocate in the district.

Parent and Community Involvement

At the time of the visit the district was developing a parent involvement program; two parents per school were hired for eight hours per week to help with school activities and to promote parent involvement. To date there are no migrant parents in this particular program. Chapter 1 resource teachers at the schools conduct parent involvement activities such as distributing newsletters and having parent education workshops.

Individual schools, such as the elementary school, have taken the initiative to foster parent involvement. They have workshops at each grade level every two weeks, usually from 8:30 a.m. to 10:00 a.m. The children come into the cafeteria to be with their parents, and there are hands-on activities. Most parents are involved, including some migrant parents. The educational cooperative sponsors a regional Parent Advisory Council for migrant parents.

Orangewood
Regular Term

INTRODUCTION

Project Setting

Located in the western stream, this high school district enrolls approximately 1,200 students and has participated in the migrant education program for 14 years. While migrant pupil counts have fluctuated over the years, there are currently about 340 high school youth (or 28 percent of the school's enrollment) identified as migrants. Their parents are employed to work with various crops such as citrus fruit that are grown in the area. Most students are from formerly migrant families (80 percent), although there is still a great deal of travel back and forth to Mexico during November through February.

Although the community itself is a very small city situated in a heavily agricultural area, it is close to one of the largest metropolitan areas in the nation. Several universities and colleges are within easy commuting distance, and access to museums, libraries, and major health facilities is within most people's geographic, if not economic, grasp.

The movement of the migrant population into and out of this area is largely a function of the conditions influencing citrus crops. Parents tend to move on when weather and economic circumstances are unfavorable. Residents in the area have noticed an increased influx of migrant workers from countries such as El Salvador and Nicaragua. This affects the preschool and elementary school districts more than the high school, since most families with children in high school have found themselves settling in an area. Even with older students, however, the families make routine visits to relatives in their country of origin.

The migrant education program in this district used to be much larger than it is today. While the program currently relies on two full-time and two part-time instructional aides, it used to employ

10 such people. This is in large part attributable to a settling-out tendency of the area's migrant families; it also reflects an inability of funding to keep pace with the costs of running the program.

The high school program is part of a county-defined regional education office established by the state to provide centralized assistance and oversight for school districts within the area. The regional office, one of 18 in the state, serves 13 school districts, which combined enroll 6,500 migrant students in grades K-12. The regional office is very active and is responsible for disbursing migrant education funds to the districts, helping with questions about compliance, providing technical assistance, and offering leadership in the area.

Project Overview

The migrant education project in the high school has enjoyed the leadership of the same program coordinator for its entire 14-year existence. There is only one school; however, the campus is divided into several buildings surrounding an interior courtyard. The migrant education program occupies office space central to the entire school, just a short distance from the superintendent's offices.

The high school serves youth in grades 9-12. They come to this school from a handful of other feeder K-8 school districts. Although the school qualifies as a small school district, it is a medium to large high school. The school serves a relatively low income population, but there are exceptions with some students' parents owning large farms. The student population is 70 percent Hispanic and 30 percent white. Approximately one-third of all pupils qualify as limited English proficient based on an English language examination. While a number of the migrant students have language proficiency problems, noteworthy numbers of non-migrant students also exhibit these problems.

The project provides a broad range of instructional and support services. It sponsors a migrant student association which all migrant students (high achievers, new entrants to the school, non-English speaking) are encouraged to and do join, individual learning plans for all migrant students, career and college counseling, and a combined student work-study/summer school program. In addition, the project employs bilingual instructional aides to work in classrooms with teachers of several core subjects required for graduation. The aides work closely with the regular classroom teacher in understanding each week's lesson plan and translating into Spanish the content of each day's lesson. They also tutor students during free periods or before and after school. The project also coordinates the PASS (Portable Assisted Study Sequence) program for some migrant students, makes visits to the students' homes, involves parents in a number of activities including a college night and graduation dinner. The migrant program staff also help teenagers with personalized extras such as finding a dress for the prom or money for graduation pictures.

This migrant education program stands out as one that encompasses goals beyond remediation in the basic skills. The mission of the program, in addition to helping migrant students complete high school, is to empower all students who come from a migrant background so that as adults they can take full advantage of postsecondary and vocational opportunities. The migrant education program is an active and well-developed component of the high school program. It is a program that contrasts noticeably with other parts of the school which, under a new administrative team, are building back from a period of decline.

STUDENTS AND TARGETING

Characteristics

Almost all enrolled migrant students receive some form of services. About 200 of the 340 migrant students are assisted by the instructional aides who work in the regular classes and who tutor pupils. Other migrant students participate in the migrant student organization that meets regularly and provides an environment where students can meet others from migrant backgrounds, hear about special trips or opportunities such as summer jobs or tutoring, and feel comfortable communicating (for example, the meetings are conducted in Spanish). The migrant program staff monitor all migrant students' attendance, progress in completing core subject requirements and credits for graduation, and proficiency in English as measured by an English proficiency examination. These results are compiled in an Individual Learning Profile (ILP) for each student. Staff intervene when they notice potential problems.

The large majority (around 80 percent) of students in this school are from settled-out migrant families. This percentage has remained quite stable over the past several years, with the exception of 1988 when the number of active migrants enrolling in the school increased dramatically for reasons staff could not explain. Visits back to home towns in Mexico continue to be a fairly regular feature of most migrant students' lives, but these occur at the Christmas holidays or in the summer.

Almost all migrant students share a Hispanic heritage; most are from Mexican families but increasingly students from Salvadoran and Nicaraguan families are present in the school. Migrant students' English proficiency varies but almost all of the 200 migrant students who receive help from the instructional aides have some trouble functioning in an English-only classroom. Some cannot speak a word of English, while others have speaking proficiency but lack proficiency in writing and reading. Just under half of these pupils, however, are eligible for separate LEP (Limited English Proficiency) services. The language arts, reading, and math skills of a large percentage of migrant youth, as tested in Spanish, also tend to be low. Although just over half are above the 60th percentile in language arts and reading, only a quarter exceed that level in math.

The English proficiency skills of many of the migrant students may surpass those of other Hispanic students in the school. Almost a third of the school's enrollment qualifies as limited English proficient. This means that more non-migrant students have limited English proficiency than migrant students. In some cases, these non-migrant youth have considerably poorer skills than many of the migrant students. Teachers indicate that these students lack the peer group and staff support provided in the migrant education program and often have home environments that fail to provide any support for achievement in the dominant culture.

Thirteen migrant students are identified as needing special education services. A third (106) of the migrant students in the school receive regular Chapter 1 services. There are also a noticeable number of migrant students who are among the top performing students in the school and might be considered for a gifted and talented program.

Identification and Recruitment

Identification and recruitment relies heavily on the school admissions process. All students enrolling in the school must fill out an admission form. All of these forms are shared with the support service aide in the migrant education program office. She reviews these forms to assess the possible eligibility of each youth for migrant education services. All forms must be initialed by the aide. If a student appears eligible, she completes the required forms and interviews the parent. If the parent accompanies the youth when he or she enrolls, this process can move very quickly. If not, she schedules a parent visit, usually in the evening, at the parent's home. The requisite paperwork is sent to the nearby regional office where staff register the student in the MSRTS system.

The migrant student organization is also helpful in making other students and parents aware of the types of services they can receive if they are eligible as migrants. There appear few, if any, stigma attached to migrant status in the school, possibly because the range of services encompasses preparation for college and summer employment as well as the more familiar remediation.

A number of interlocking organizations external to the high school also appear to facilitate identification and recruitment. Lists of eligible migrant families are shared among the feeder schools and the high school. The local Head Start program assists migrant families, as do entities in the region such as an Hispanic umbrella organization that comprises around eight member groups, a legal assistance organization, and a rural league.

Despite the district's satisfaction with the effectiveness of these efforts, the identification and recruitment function will change in the coming year. The regional office will centralize the role across the county, leaving the support service aides in the districts (or school, in this case) free of these responsibilities and able to concentrate on paperwork, outreach, and addressing the immediate problems of migrant students and their families. This change partially reflects concerns among regional staff that the current system is missing migrant students in the county.

PROGRAM SERVICES

Instructional Services

Bilingual aides provide two types of instructional services: tutorial help and assistance in a subset of regular classrooms. The tutorial help typically occurs before or after school or during a student's free period and involves working with one of the four instructional aides. Students are targeted for tutoring as a need becomes apparent in their ILP, their classroom performance is poor as noted by the aides, or upon referral from the guidance counselor, teacher, or the student.

Classroom assistance focuses on classes that are required for graduation and in which migrant students have tended to encounter difficulties. These include ninth grade social studies, the first two years of high school math, life sciences, U.S. history, and economics. The aides work closely with the teacher in each of these classes, but they do not function as the teacher's aide. Their role is to work with the migrant students in the class to enable them to understand the daily lessons and to have help in working with in-class and homework assignments. Usually the aide waits for the teacher to present the day's lesson and then follows with a translation in Spanish. Non-Spanish dependent students pursue in-class work with the teacher at this point in the class. In-class work for the entire class then follows (for example, working math problems, quizzes, and answering questions related to the lesson). Several of the classes have been structured around a sheltered curriculum concept. In these classes, students are able to pursue their language skills at the same time they are working on content in the subject.

The in-class assistance from the migrant instructional aides requires a close working arrangement on the part of the teacher and the aide. The migrant program enlists only those teachers who exhibit comfort with the process and they scrutinize the aides carefully before hiring through a series of interviews with many individuals, including the officers of the migrant parent advisory council. The teachers with whom the aides work often are identified and sought out by the coordinator of the migrant education program, who because of his reputation and number of years on staff is highly respected by most members of the faculty. The aides report that they must be careful to wean students from dependency on Spanish as the school year progresses. They also have learned to turn away requests for help from non-migrant students, which they admit is difficult but necessary if their services are supported only by the migrant education program. (Of course, it is difficult to prevent non-migrant students from listening to the Spanish translation of the day's lesson.)

Participating teachers and aides are uniformly pleased with this approach to instruction. They respect each other a great deal and find few problems with the process. They also believe it is helpful to have both resources on hand to assist when language barriers arise. The one complaint heard,

498

primarily from the migrant students and the aides themselves, is that far too few classes are covered with an instructional aide.

Supporting Services

A wide range of support services are offered migrant students in this district:

- guidance for course selection, college or job opportunities
- attendance counseling
- college night
- college preparation through the development of study skills and visits to postsecondary institutions
- participation in the migrant student organization and student-sponsored activities such as the Cinco de Mayo celebration
- leadership training programs for migrant parents
- the annual senior graduation banquet
- summer work study for migrant students

The federal Chapter 1 migrant program is not the exclusive source of support, but it pays for the vast majority of these services. The support services play a key role in the minds of many migrant students, their parents, and the migrant program staff because they present a balanced approach to the many difficulties encountered by migrants. These services are explicitly directed at lifting the sights of students and their families, and giving them confidence to complete high school and to pursue college or work opportunities thereafter.

Also noteworthy is the role modeling of the aides in the migrant program, who are supported by a statewide project. Many are pursuing degrees in local postsecondary schools. Several past aides have gone on to become teachers in other schools.

Rationale for Services

The services offered by the MEP are intended to provide all eligible migrant youth with some type of help. The instructional efforts are geared toward those students who have not mastered the desired level of academic skills and competencies. The support services help all students in areas of self esteem, future planning, and personal development. These services contrast markedly with the Chapter 1 basic grants program in the school. Currently undergoing a reorganization, this program has emphasized separate classes in reading and math accompanied by limited expectations on the part of teaching staff. The ESL program in the school also has floundered with mid-year departures of staff and a lack of direction. In the future, the school's administrators hope to use the migrant education program as a foundation for reforming these other programs designed to help at-risk students.

The district has felt some pressure from the state to shift program services to an extended day or school year format in order to maximize instructional time. Although the district relies on before and after school hours for tutoring sessions, they believe that changing their major emphasis to an extended time instructional model will not be effective in a high school where low attendance and dropping out are common. They prefer instead to "get to the students when they are there." Otherwise, the students will not be around for extended time models.

COORDINATION AND COMMUNICATIONS

Communications

Staff in the district are quite aware of and often participate in the migrant education activities of other school districts in the region. Formal communication among coordinators from the 13 districts is promoted by the regular meetings at the regional office. A migrant student leadership conference rotates around the region's high schools, with one sponsoring it each year. The conference was begun several years ago by the staff and students at this site.

Records on students, particularly health records, are usually obtained from MSRTS or from the feeder school districts. The regional and district staff have also cultivated a relationship with the school officials in the area of Mexico from which a large proportion of the students entering the district come.

Within the school, communication patterns are mixed. The administrative staff and guidance counselors are well informed about activities of the migrant education program, as are faculty who work with the instructional aides in their classes. Beyond this group, however, awareness and understanding of the services provided to the migrant students seems limited. This state of affairs may reflect some of the difficulties that the school had encountered in the past where teachers were isolated, infrequently evaluated, and pursued individual paths.

Communication exists among other programs serving migrant students, largely because of the network of contacts the migrant coordinator has established over the last decade, and the reputation of the district's migrant program. Students are referred to the JTPA summer program by the migrant coordinator, and the migrant student organization along with a student newsletter provide vehicles for advertising such opportunities. Many parents have children in both the high school district and the elementary schools or preschools, providing channels of communication that migrant program staff routinely use.

Staff access MSRTS for information about students' past records, particularly their health status and need for services such as special education. To a lesser extent, staff report using information about the past courses and credits obtained by entering students. On the whole, however, the MSRTS system affords district migrant staff little help on the needs assessment or instructional planning front. Efforts have been underway with active support from the state and regional office to use MSRTS as a student information system to address these purposes. Perhaps because the district has a relatively small percentage of active migrants and most of these are known to the district, these profiles of students' progress and deficiencies appear redundant when compared to what the district's migrant staff already generate.

Coordination

Coordination among the various services that students receive from other special programs is difficult to detect. This can be attributed to the lack of stability in many of these program areas (for example, Chapter 1 remedial and ESL). This situation shows promise of changing in the future when the current migrant education program coordinator becomes responsible for all three programs. Special education is an area where coordination is desired and sometimes achieved through informal contacts. The migrant education program coordinator on some occasions has been invited to Individualized Education Plan (IEP) meetings and has discussed specific students' needs with the special education teacher, but these efforts have not been formalized. The coordinator informs the special education teacher who the migrant students are in the school by routinely sending a list of these students' names.

The regular classrooms, particularly those without the presence of a migrant instructional aide, constitute an additional challenge for coordination. To the extent that any coordination takes place at the level of instructional planning, it occurs more informally than formally in this high school district. The high school has only recently embarked on efforts to develop its curricular structure. The migrant coordinator is often knowledgeable about these developments as a consequence of committee meetings, faculty word of mouth, administrative planning sessions, or students' information about course content.

At the level of the individual migrant student, coordination of the student's specific courses and schedule appears strong. Each student's credits, attendance, and course schedule are reviewed by staff in the migrant education office to ensure that the student is on the path to graduation. Students are encouraged to stop by and discuss course options or difficulties they are having with courses or teachers. While the final decision regarding class schedules rests with the guidance office, the migrant coordinator often serves as an ombudsman in these matters for the migrant students.

The superintendent of the district desires a greater degree of instructional integration across special program services and the regular program than currently exists. The superintendent sees the special programs as fragmenting efforts to equip all students with the competencies in core subjects. As an alternative to the prescriptiveness and limitations in programs such as the Chapter 1 migrant education program and special education, this official would prefer the opportunity to combine such funds and keep careful track of the progress of all students, much as is currently done for those students in the migrant education program. The superintendent sees all students as having needs, not just migrant students.

Coordination also exists with other projects in the community that help migrant families. Strong ties with these other groups allow a considerable amount of coordination to occur informally. For example, the JTPA linkage occurs within the school between the guidance department and the migrant education coordinator. The regional office in several instances has become the direct provider of services and programs that were previously under the direction of the district. One example is the regional office's future assumption of identification and recruitment. At times these actions prompt questions about who is responsible for particular activities. Several factors appear to be influential, such as the regional office's desire to serve the needs of the entire region and to reconfigure its own role vis a vis the districts in times of shrinking budgets. Districts, however, are not free to choose whether to continue such services on their own if they prefer to do so.

EXPENDITURES

Sources and Levels of Funds

Most funds for the migrant education program come from the Chapter 1 Migrant grants program. These amounted to $142,866 in the 1989-90 school year. The average amount per eligible migrant pupil equalled approximately $417.

As a basis of comparison, the district's revenues from the Chapter 1 basic grants program for the same year amounted to $92,179, or around $250 per eligible student.

The district also has operated a college bound program similar to Upward Bound for migrant students. This program was funded for two years from an external grant. It provides participating students with information about financial aid, trips to campuses, a college night, and three days of training in study skills. Unless additional funding is found, the program will end June 30, 1990.

The state also provides categorical funds to districts enrolling disadvantaged students and students with limited English proficiency. Amounts from state funds typically are as large as those from federal sources, but the exact amounts available in this district were not readily retrievable. Since the state emphasizes plans to consolidate the services provided by these categorical sources, there were no distinct special state programs other than the ESL program in evidence in this district.

Decisions about each district's funding allocation from the Chapter 1 migrant education program are made annually by the regional office. These are reviewed by the state migrant education director. According to regional office staff, these are made primarily on the basis of student FTE's (full time equivalent units) but some allowances are made to ensure that an adequate program base is maintained in each district. The superintendent of the district sits on the committee that advises and approves the regional division of migrant education dollars.

Funding Priorities

A priori funding priorities for specific categories of students are not employed in the district. Both the regional office and the district migrant office are committed to ensuring that all eligible migrant students have an opportunity to receive some type of service from the program. If one assumes that the allocation of funds within the budget reflects a school's priorities, then one would conclude that this district places a high priority on instructional services for the 200 students who participate in the tutoring and in-class aide program. Around two-thirds of the budget is concentrated in these classified positions. These 200 students also receive more intensive services than the others, an indication of the district's emphasis on those students most academically at risk. Since the district provides those migrant students with the greatest likelihood of failure with the most intensive assistance, this almost automatically guarantees that currently active migrants will be included in this group.

District staff repeatedly noted the slow erosion in available funds and the fact that funds were not keeping pace with student enrollment or inflation. The slow erosion rose to the level of a major slide about five years ago when the migrant program support was cut by half. Many see the program's survival and continued strength as a tribute to the coordinator's leadership through this difficult period of budget stringency.

ADMINISTRATION

Organizational Framework

The district's program staff comprise one full time coordinator, two full time instructional aides, two part-time instructional aides and a full time support service aide. The program coordinator reports directly to the superintendent whose major responsibilities entail community and board relations, budget, staff development, and curriculum. The principal, who also reports directly to the superintendent, is in charge of operating the school's program including guidance and attendance, student behavior, testing, and report preparation. The visible placement of the migrant education program reflects the superintendent's concern for making the entire instructional program perform better for all youth as does the coordinator's new role of supervising migrant, the Chapter 1 basic grant, and the ESL program.

The roles of various staff members have been alluded to previously. The coordinator is responsible for program development, reviewing students' progress and attendance, coordinating services across the region, supervising the aides, involvement of parents, counseling students, and a range of external relations important to the program's success. The instructional aides assist in the classrooms, tutor students, and advise students. The support service aide has been responsible for identification and recruitment, home visits, contacting parents, advising students, and duties as assigned by the coordinator. The staff all attend parent meetings and the various functions that occur throughout the year under the sponsorship of the migrant education program.

The staff has remained stable within a context of considerable turnover in other positions in the school. The program coordinator has noteworthy influence within the school and within the region, but is careful to keep all parties informed of what staff are doing and new ideas that have been generated.

Support from State or Region

The migrant staff in the district viewed the state as supportive and the region even more so. The lead personalities in the region and the district have worked together for many years and appear able to address situations openly and in a problem-solving context. The region is helpful in answering questions of compliance, in verifying families' eligibility for migrant services, and in training staff and parents. A regional migrant parent advisory committee is quite active.

The region emphasizes the importance of maintaining student FTE's, ensuring that migrant students receive all the special needs for which they are eligible before they receive migrant services, providing adequate services to all migrant students so that prioritizing is unnecessary, and developing programs in areas where needs are evidcht (for example, adult education and preschool education). The region also advises the state on migrant education fiscal and program matters. Officials reported their advice was heeded in most instances.

To district program staff, the state is somewhat more distant than the region. Few concerns about state intrusiveness into decisions were raised, but the feasibility of some state initiatives raise questions among district program staff. For example, the emphasis on extended time models seemed ill thought through from the perspective of secondary schools. District staff note that state officials often overlook the various dimensions of students' lives and the importance of maintaining a close bond with these youths. Therefore, programs need to continue support services along with the academic emphasis and to help students with choices about their lives in school and after school.

Parent and Community Involvement

The district migrant program has significant impact on the parents of migrant students. Monthly meetings of the parent advisory council take place and anywhere between 25 to 50 parents attend. Some of these meetings overlap with awards banquets or other informational programs about the school. The meetings are conducted in Spanish, and while many of the 54 faculty in the school are not bilingual, the superintendent and instructional aides are. Attendance is fostered by home mailings that announce the time, place, and agenda for the monthly meeting.

Four officers are elected each year to oversee the parent advisory council. The migrant program coordinator serves as their executive director. They operate with by-laws and minutes, and plan the calendar for the year. These procedures are important for adults to learn how to participate effectively within the local governmental system. The officers are quite dedicated to their positions and often come straight from their work to meetings at the school. The officers note that their children often encourage them to participate and help them with their skills.

The prominent placement of the migrant program office affords parents a place to go when they visit the school. All parents are encouraged to stop by the school. Many are on a first name basis with the support service aide. She becomes acquainted with the parents through the home visits and serves as a resource to them. She also monitors their children's attendance and other concerns at school. The instructional aides often play a similar role.

Valleyview
Regular Term

INTRODUCTION

Project Setting

This project is located in a sending state in the central stream. A considerable number of its students travel across streams to the west (for example, more than 25 percent of the migrating high school students withdrawing early in school year 1988-89 migrated west to California and Washington). Approximately 10 percent of the student population migrates within the state. Families generally begin departing in March, returning to the area between October and December.

The area is known for its citrus crops, especially oranges and grapefruit. Other crops include cotton, aloe, and some truck vegetables such as tomatoes and cabbages.

The MEP is located in a large, sparsely populated and predominantly agricultural county with one small town of approximately 4,000 residents. Most of the population lives in small communities scattered throughout the district. The county contains four other school districts, each with a significant number of migrant families. The district enrolled approximately 9,300 students in 1989-90 (a figure that seems to be growing at a rate of about 600 students per year as new immigrants arrive from Mexico and families relocate from other parts of the state). Approximately 98 percent of the districts' students are Hispanic, 88 percent are limited English proficient, and 81 percent are economically disadvantaged. Approximately 42 percent (nearly 4,000) are currently or formerly migrant.

The state has developed a standard application for Chapter 1 basic grants, Chapter 1 MEP, and Chapter 2 funds for use by local projects and then invites districts to apply each year for precalculated allotments. After the detailed application is completed (the state's regional service center plays a large role in the process) and reviewed, the money allotted by formula is disbursed.

The program in the district was started with the onset of the Chapter 1 MEP, and has continued without break. However, the district itself, the population, and the program have changed over time. Indeed, most of the key administrative personnel in the district (superintendent, assistant superintendent for instruction, and the directors of special programs, special education, bilingual/ESL, secondary education) have been in their positions less than three years. Since the new superintendent took office, three new schools have been built, a new computer system has been purchased and implemented, and a new community/parent focus developed. All this clearly affects the migrant community.

Project Overview

Given the large numbers of migrants in the district, the MEP and its services are distributed throughout the district. This includes six elementary schools, two junior high schools, and a high school, each with a significant number of MEP services available.

A total of 3,953 migrants were identified by the program in 1989. About 2,550 were currently migrant and 1,393 were formerly migrant.

The program provides services for migrant students in grades PK-12. Moreover, the district serves as the state site for a Chapter 1 Even Start Demonstration Project. The MEP uses migrant funds to supplement regular education with individualized instruction and computer assisted instruction in math and reading/language arts. A range of additional student services (gifted or talented, special education, hearing impaired, vocational testing/training) are also available upon identification. Two migrant health clinics are also available in the area.

STUDENTS AND TARGETING

Characteristics

The migrant population is 100 percent Hispanic. The district is growing rapidly, with the largest segment of the newcomers being migrant. Respondents indicated that most are from Mexico, though some families have relocated from El Salvador and Nicaragua. These new arrivals have few English language skills and little (if any) prior education experience. Consequently, additional MEP activities have been directed towards ESL instruction for older students. In terms of other special populations (special education, gifted/talented), no changes have been noted since the new administration started in the district three years ago, and migrant youth are proportionally represented in the special populations.

According to MEP personnel, few dramatic differences beyond language exist in the needs of migrant students (as a group) and other students. Clearly, new immigrants have difficulty with English, but the schools target intensive services at these students for three years, by which time almost all have been placed in regular classrooms. The other needs of migrant students are related to the class time missed and the inconsistencies in school curricula that students experience during migrancy. However, these needs are not viewed as insurmountable and they are addressed through computer-assisted instruction and tutoring. It should be noted that this is a very large, rural, and educationally deprived school district--consequently, migrants are better-off educationally relative to non-migrant students than they might be in a more advantaged district. Indeed, as the high school counselor noted, motivation, discipline, and dedication are no problem with migrant students--they know what hard work is all about and realize the opportunity education provides them.

Identification and Recruitment

Identification and recruitment of migrant students is conducted exclusively at the local project level, but the state requires extensive training of recruiters. Recruiter training is conducted on an ongoing basis by the regional education service center using materials developed by the state.

The MEP employs 16 individuals as part-time recruiters. All also have additional duties as MSRTS clerks (9) or community aides (7). The MSRTS clerks are involved in identification and recruitment activities at the start of the school year only. Identification and recruitment for late-comers is handled by the community aides.

All recruiters are long-time residents of the community, and most were migrants (some still are). They have extensive networks within the community, among employers, and the migrant community. Such rapport is viewed as paramount to identification and recruitment, for their work is easier when notification that a family has arrived in the area comes to the school. Since many of the migrant families own homes in the community and thus return to the same location at approximately the same time each year, this chain of information works to identify most children. In addition, because this is a rapidly growing area, door-to-door canvassing is used in areas of the district with suspected numbers of new immigrants and other new arrivals. The community aides are very positive about these approaches and believe they usually convince newcomers both to complete certificates of eligibility and to enroll in school.

Changes in the community help and hinder identification and recruitment activities. New arrivals to the community are more difficult to identify than long-term residents; however, the program director believes that students are arriving earlier in the school year in time to be identified at school during the first-week school registration period. This greatly decreases the number of home visits required for registering continuation students and allows more time for the recruiters to "beat the bushes" for more difficult-to-find individuals.

PROGRAM SERVICES

Instructional Services

Supplemental MEP services are offered to students in grades PK-12. For PK-1, services involve the assignment of instructional assistants to classroom teachers to provide individual instruction and remediation (a half-time instructional assistant is assigned to each K-1 teacher and a full-time assistant to each PK teacher). For grades 2-6, the MEP supports the HOSTS Reading System (Help One Student To Succeed), a proprietary curriculum purchased by the district. Further, the MEP provides supplemental individual tutoring in reading and language arts and a computer-assisted instructional system purchased by the district to provide reinforcement activities in language arts and math. For students in grades 2-6, this can involve almost five hours of individualized instruction each week (30 minutes of HOSTS, and 25 minutes of computer-assisted instruction each day). Junior and senior high school students are provided with Saturday classes in language arts, math, science, and social studies for tutoring and credit attainment, and receive additional vocational and academic counseling services.

Two aspects of this project can be considered unique. The first is the number and dedication of the volunteers to the MEP. Near the MEP is a very large trailer park of retired northerners (many of whom are trained teachers and administrators). The district has made a dramatic commitment to getting these "snowbirds" (as the locals call them) involved as one-on-one instructional aides in both the HOSTS program and the computer- assisted instruction laboratories. Second, the district has made a long-term commitment to remedial computer-assisted instruction. According to the teachers and administrators, the use of volunteers and computer-assisted instruction seem to have made a positive difference with the migrant students.

Given the large proportion of migrants among the total school population in this district, few conversations can take place without migrancy issues being discussed. Such communication is aided by the fact that all central administration is located in the same building, and that the MEP program director is also responsible for Chapter 1 basic grants, Chapter 2, and all state compensatory programs. Within the local district, several different administrative and instructional staff meetings are held on a regular schedule. Senior MEP staff including the project director, counselors, and the supervisors and coordinators of aides, recruiters, and clerks meet formally each month to discuss activities and incidents. In addition, the central administrative staff meet weekly.

Supporting Services

Referral to supporting services is generally made by the school counselor or nurse after a request for assessment is made by the building principal, a teacher, or paraprofessional. For example, for medical or dental services, a quick checklist is completed by the school nurse confirming migrant status. The nurse then completes all necessary paper work, organizes transportation if necessary, and follows through with the health professional, school administrative office, and the district's specially funded programs office (which is responsible for all payments and records). Referrals for legal or immigration assistance, special vocational counseling or rehabilitation, or other specialized services are also made through the specially funded programs office.

Rationale for Services

The MEP has a local priority to serve students with less than 50 percent mastery on early childhood screening devices, and scoring below the 23rd percentile in basic math and English skills on a standardized achievement test. For high school students, this priority is expanded to include students who enroll in school late or leave school early or who have incomplete grades. Despite these priorities, the project reported providing instructional and supporting services to all currently and formerly migrant students.

The needs assessment in the MEP is multi-dimensional, and is based on standardized testing, teacher and administrator input, recommendations from community aides and school nurses, and computer-assisted instruction and tutoring records. For arriving students without school records, the initial screening for students comes at the school administrative office. Class assignments can change when MSRTS information is received, classroom assessments are completed, and the previous school records are obtained.

As part of its annual application to the state for Chapter 1 basic grant and migrant, state compensatory, and Chapter 2 funding, the school district is required to show evidence of needs assessment, including the criteria used to determine need and any assessment instruments employed. The information for this needs assessment is gathered by the district's planner/evaluator (who is 25 percent MEP funded) from the district testing records.

INTERPROJECT COORDINATION AND COMMUNICATION

Communications

Almost all direct communication (not through MSRTS) between sending and receiving districts with this MEP takes place at the high school level, where the district has made a conscious effort to increase both the graduation rates of migrant students and their credit accrual toward graduation. A state-funded project (operating through a district with one of the largest numbers of migrants) has developed a list of counselors in high schools in most of the areas where migrant students travel.

The high school migrant counselor has been on the job for some time, and since many students migrate to the same communities each year, he is familiar with and can communicate with the appropriate personnel in the receiving high school for school records. Consequently, the majority of the contacts with receiving schools involve phone calls or letters, depending on the priority of the request. This system works equally well for interstate and intrastate migration; however, recent changes in migration patterns may disrupt the process until new relationships between schools are developed.

The value ascribed to MSRTS depends on the individual contacted. For example, MSRTS clerks and recruiters considered the MSRTS data to be both useful and timely (and are highly confident of its accuracy), while teachers claim they rarely use the information it contains and only occasionally see the reports. No one raised concerns over receiving states not updating the information on the migrants. The MSRTS procedures, probably because of the large number of eligible students in the region served by the local service center, seem to have been developed to aid in the processing of information by the MSRTS clerks, and little information from the MSRTS seems to be filtering down to the classroom teacher.

MSRTS information is timely--migrants entering the school district without records are almost always identified, and their transfer records are obtained within three days; however, the MSRTS records never seem to be distributed beyond school secretaries. This lack of information can be very expensive, especially for special needs children. For example the special education director notes that without complete MSRTS reports, expensive special assessments must be repeated.

Coordination

Increased communication between districts has been one important outcome of efforts by the local MEP to increase the credit accrual and ultimate graduation rates of migrant high school students.

For intrastate migration, uniform state regulations about credit, graduation, and attendance simplify this goal. There is also some coordination between nearby districts in administration of JTPA training programs, sharing of vocational and other assessment resources, and the sharing of ideas (for example, the development of an innovative dropout prevention program by the service center for all area districts).

Interstate coordination is considerably less developed; however, the migrant counselor has developed secondary credit exchange forms that are completed by teachers (when advance notice is given) and carried by students to their new schools. These forms detail the work accomplished by the students in each of their classes, the material that remains to be accomplished, and outlines the procedures for transferring credits. Also included are contact names for information.

EXPENDITURES

Sources and Levels of Funds

The MEP received $1,667,847 in 1989-90. The majority of the budget is allocated for personnel costs and big-ticket supplies and equipment (for example, a $300,000 computer-assisted instruction laboratory and a $53,000 multi-site data base and software curriculum).

The state provides the funds to the district, but all further budgetary decisions are made at the district level by the MEP's program director and other appropriate personnel (with final approval by the superintendent and school board). The district has received approximately a 7 percent increase in MEP funding over the past two school years as more migrants have moved into the area.

Funding Priorities

In 1989-90, 70 percent of MEP funds were allocated to instructional services, 17 percent to supporting services, 10 percent to MSRTS, and 3 percent to administration.

The funding amount for the MEP is determined by the state, using a need-based funding formula. The formula weights the amount by the number of migrant students (a) identified as residing in the district by MSRTS, (b) on low achieving campuses, and (c) in local education agencies with high-risk populations.

The total per pupil expenditure in the school district is estimated at $2,832. For instructional and support services for migrant students, this figure is increased by $340 per eligible student, this figure increases to $390 when all MEP expenditures are considered. Additional Chapter 1 basic grant expenditures per eligible pupil in the school district are estimated at $369.

ADMINISTRATION

Organizational Framework

Given the numbers of migrant students in this district and the proportion of migrants to the regular population, it is difficult to identify any district employees that do not provide at least some services to migrant students. The following discussion focuses only on those directly funded by the MEP.

The MEP is overseen by the district's director of special programs, who reports directly to the assistant superintendent for instruction. The MEP director's other responsibilities include the school district's Chapter 1 basic grant, Chapter 2, state compensatory education, and gifted and talented programs. The MEP employs 153 individuals, with most reporting directly to a building principal or other supervisor. The program director provides mostly budgetary, policy, and oversight decisions.

The positions supported by Chapter 1 MEP are all full-time for the periods of the contracts (generally 10 or 12 months):

Position	Percent Migrant Funding
Program Director	40
Planner/Evaluator	25
Instructional Specialist (x4)	50
Instructional Specialist	100
Counselor	100
Counselor (x8)	50
Nurse (x6)	50
Parental Involvement Coordinator (x2)	50
Instructional Assistants (x90)	50
Computer Proctor (x12)	50
Program Secretary	40
Counselor Aide	100
Counselor Aide (x8)	50
Community Aide/Recruiter (x9)	50
MSRTS Clerk/Recruiter (x7)	100
CAI Coordinator	50

The MEP provides two documents to the state each year for the purposes of monitoring. The first is the standard application for all compensatory programs (including both needs assessments and a detailed budget for each type of program). The second is the annual evaluation of Chapter 1 programs required by the state.

Every three to five years, auditors and monitors from the state monitor the local programs for fiscal and regulatory compliance, for program and staff quality, and for other factors (for example, parent and community involvement, facilities and grounds, special services).

Support from State or Region

The state takes great pride in the local control that it accords to local projects. And indeed, this does not seem to be lip service, for short of "global" state goals (i.e., increase migrant achievement in basic skills, develop a comprehensive early childhood component for 3-5 year olds, provide needs-based support services, and decrease the previous year's migrant dropout rate), federal program requirements, and fiscal and record-keeping requirements, there is little guidance by the state. The state seems to involve itself little in the program planning, development, administration of educational services. This is not to say that there is not considerable interaction between the state and local programs; however, the contact is mostly administrative. For example, the state through the regional service center, provides training on such topics as identification and recruitment, application and reporting procedures, and it frequently distributes rules and regulations adopted by the state board of education.

The local project and the school district are satisfied with the roles of the state education agency and the service center. Many of the senior personnel in the district worked previously for the state and were assigned to the service center. The state does require extensive record keeping for monitoring/evaluation visits and needs assessments, but these demands are viewed as reasonable. Moreover, the local personnel are quick to point out that the state gives guidance and assistance when requested (but remains out of the picture when organizational, instructional, and curricular decisions are being developed) and that the service center does provide extensive training in all activities that are state-mandated or organized.

Parent and Community Involvement

The level of parent and community involvement is notable. There seems to be a clear commitment in the district beyond simple compliance with state policies. This can be seen both in terms of district policy (one of four goals of the district is "to develop and implement practices that will promote community support and involvement") and practice (community aides provide transportation for parents to meetings or the meetings relocate to the migrant communities). Other approaches to get parents and the community involved include newsletters, performances (the migrants have their own mariachi band and folk dancers), and award ceremonies.

Each of the district's schools contains three groups for parents. The first is the traditional Parent/Teacher Organization with fund raising, open-school nights, meetings with school and district administrators, and the like. This information dissemination group is open to all parents in the district, regardless of migrant status. These groups seem to meet once a semester (this varies by school).

The second parental group, the Parental Involvement Committee, provides instruction on such issues as parenting, nutrition, ESL, graduation requirements, and other topics as desired by the parents involved. Membership is open to all parents, and working migrant parents are encouraged to attend the sessions with transportation, refreshments, and childcare.

Parent Advisory Councils exist at each school and are designed to involve both Chapter 1 basic grant and migrant parents in their children's education by providing speakers, discussing school curricula and plans, responding to questions, and seeking guidance. PAC members are elected from nominated qualifying members of the parent teacher organization in each school. The district holds formal training sessions in parliamentary process and other topics for these members each semester.

Considerable community involvement takes place in the MEP at different times of the year (involvement is concurrent with cold weather in the northeast and midwest). At this time, perhaps 200 volunteers from the retirement communities in the surrounding counties work as tutors, lunchroom assistants, clerks, and aides.

In addition to the parent advisory committees, there is also a District Advisory Committee (DAC) that serves as the advisory committee to the entire district. Members are elected from the PACs in each of the nine schools. These parents do not have to be migrants.

The frequency of meetings of these various groups is significant. For example for the district as a whole, DAC meetings are held about once a month, generally in a different school each time. At the local school level, the meetings are more frequent.

South Village
Regular Term

INTRODUCTION

Project Setting

This project is located in a small farming town in a sending state in the eastern stream. The school district that runs the project encompasses a large county and the school district office is located in the county seat which is 30 miles away from the town. The town's 400 to 500 residents are mostly black, although the county's population has a white majority. Tourism is the primary industry in the county seat where about half of the county's population lives. The rest of the county is rural and agricultural.

The primary crops requiring migrant labor are potatoes and cabbage. The local growers try to provide continuing employment since cheap labor is scarce and they wish to "protect their labor pool." Agriculture in the area is declining due to "farmers losing money the past few years and not being able, in some cases, to obtain additional loans to finance new crops." Mechanization has reduced the need for migrant labor while a high demand for cheap labor in the tourism sector of the county has sapped the labor pool.

The state approves funding for any school district that has more than 10 migrant students and submits an application. The state uses a formula, weighted to give priority to currently migrant students, to determine the amount of funding.

The project began about 15 years ago and has operated continuously since its beginning. However, as noted below, the number and categories of students served has changed rather drastically since the beginning of the program; this well may be the last year of operation.

Project Overview

The school district has 15 schools. It identifies 80 currently migrant and 137 formerly migrant students out of a total student population of about 10,500. Thus, migrant students represent about 2 percent of the total student population.

MEP services are offered only at one of the town's elementary schools; selected students in grades 3, 4, and 5 are served. Supplementary mathematics instruction is offered because district personnel view special needs for reading instruction as being met by the regular Chapter 1 program, and see offering similar MEP instruction as a duplication of services. The project does not offer supporting services but refers students to local human services agencies for these services.

STUDENTS AND TARGETING

Characteristics

The district student population is 82 percent white, 16 percent black, 1 percent Hispanic, and 1 percent other, while the migrant student population is 69 percent white, 28 percent black, and 3 percent Hispanic. The migrant students who receive MEP instructional services are all black.

Since most of the currently migrant students travel only during the summer months (usually for just a few weeks) and more than 60 percent of the total migrant student population is formerly migrant, currently and formerly migrant students are reported to be quite similar to one another in their characteristics and needs. The school district MEP coordinator described the currently migrant students as "some of the neatest, best dressed, nicest kids in the schools." She also noted that these students tended to be somewhat "more cosmopolitan" and "better able to handle things" as a result of their travels. Migrant students are reasonably proportionally represented in most special population groups, including gifted or talented and special education. While there were several LEP students in the district, none of them was migrant-eligible.

Over the past 10 years the number of migrant students has decreased considerably; in fact, this was to be the last year of eligibility for a number of the district's formerly migrant students and they are not being replaced. Most of the formerly migrant families now own their own homes and find local year-round employment. For the most part, migrant students are less needy than in former years. According to local MEP personnel, "there once was a real need for migrant education; now, the migrant children are no different from the other children. The only reason we have the program is because the money is there and some of the program staff still are there." While entire families of migrants once traveled together, most of the traveling now is done by single men.

Identification and Recruitment

Identification and recruitment is carried out at the project level. The full-time recruiter has her office at the school where MEP services are delivered. She and the MSRTS clerk are the only two staff persons who are funded 100 percent with MEP funds.

The recruiter has lived in the town for many years and knows most of the residents. Most of the people in the community are aware of her job responsibilities and apparently are willing to inform her when a child or family moves into the area. Other school personnel also are sensitive to the need for recruitment and let her know when new students enroll. She visits the homes of all new families in the school service area to identify eligible students.

The one procedure that might be considered exceptional is that the student entry form, which must be completed by the parent or guardian of each newly enrolled student in any school in the school system, includes on the back side of the form information that would permit the school staff to identify any students (and other children in the students' families) who are potentially eligible as migrants. This information assists the recruiter in recruiting students enrolling in schools in the district that are not in the recruiter's community.

The current migration patterns, in which most families move during the summer, coupled with declining numbers of migrant students result in a relatively light recruitment activity and a reportedly high success rate in recruiting eligible students.

PROGRAM SERVICES

Instructional Services

MEP services are offered to eligible students in grades 3, 4, and 5, with assignment based on the following. All third, fourth, and fifth grade migrant students enrolled in the single school where MEP services are offered and who score below the fortieth percentile on the mathematics section of a nationally normed achievement test are considered for services on a space-available basis. For each of these students, a checklist of behavioral and academic achievement characteristics is prepared by the teacher and submitted to a committee consisting of the principal (or her designee), the regular classroom teacher, and the regular Chapter 1 teacher (who also is the Migrant teacher). This committee assigns students to the program on a priority basis until all slots are filled. Currently migrant students are to be given priority over settled out migrant students in those cases where students' needs are considered to be equal. At this time, however, since there are not enough eligible students to fill the available (approximately 20) slots, all eligible students are assigned to services regardless of their migrant status. If a new student has not yet taken the standardized achievement test used in the district, eligibility may be based on teacher referral plus evaluation of the checklist.

Each of the 11 students (3 currently and 8 formerly migrant) who receive MEP-funded supplementary mathematics instruction receive it for one 45-minute period each day. About half of the students are served at a time, resulting in a class size of five to six. With one teacher and one aide, this provides a teacher/aide-to-student ratio of about one-to-three. Most of these students also receive regular Chapter 1 language arts instruction for one period each day in a separate, additional pullout class.

Supporting Services

The project coordinator and the principal of the school reported they do not offer MEP supporting services since "this would be unfair to non-migrant students who might have similar needs" and since "such services are available from other agencies." Thus, the migrant education project refers students to local human services agencies for most supporting services. These agencies generally provide services at no charge.

One exception to the limitations on supporting services was that the project contributes $2,000 toward the salary of the bus driver who transports high school students who stay for after-school tutoring. These tutoring services are funded from other (non-MEP) sources and are available for all students considered in danger of dropping out because of poor academic achievement. Supporting this service through paying a portion of the driver's salary is the project's way of meeting the state migrant education office's requirement for an emphasis on dropout prevention. Whether or not any migrant students participate in this tutorial program was not known by the MEP staff. The grant application estimated that 20 migrant students would need the service.

Referrals to other agencies are aided by the distribution to parents of migrant students of a booklet that lists local sources of support services. The services included were free meals, free clothing, eyeglasses, dental and medical screening and services, food stamps, emergency shelter, mental health services, and prenatal services.

Rationale for Services

The decision to provide supplementary mathematics instruction in grades 3, 4, and 5 of a particular elementary school was based on a perception of a need in this area. While the MEP staff are aware that currently migrant students should be given priority for services, actual service delivery is based on need with migrant status given little if any consideration.

The projectwide needs assessment is conducted by the district's MEP coordinator with the assistance of the MEP staff in the school where services are offered. The needs assessment consists of a review of standardized test data for migrant students and use of a survey form for the MEP staff and teachers. This survey form asks what services appeared most needed by migrant students. An additional survey form is sent to parents of migrant students requesting a yes or no response to whether or not the anticipated services would be of use to their children. The formal purpose of the needs assessment is to meet the requirements of the state for funding purposes. No other practical use seems to be made of the assessment data. According to the MEP coordinator, the actual decision to offer mathematics instruction in grades 3, 4, and 5 was made by the school principal who noted that students were, in general, doing poorly in mathematics and language arts, but language arts instruction already was offered by regular Chapter 1. Once the mathematics program was started, according to the local coordinator, the MEP project staff realized that the general pupil population in the school may have been behind in mathematics, but this did not necessarily apply equally to migrant students. Thus, it has been difficult to find enough eligible migrant students to fill the classes.

Project staff see no appreciable difference between the needs of migrant students and other students. Also, there were no reported differences in needs of those migrant students being provided with MEP instructional services and non-migrant students being provided with regular Chapter 1 basic grant services.

INTERPROJECT COORDINATION AND COMMUNICATION

Coordination

The project has so few students who travel across district lines that no particular coordination is thought necessary. Those students who do travel between districts do so in the summer and so typically attend school only in the home district.

The only procedure that relates to interproject coordination is the annual updating of MSRTS records. This project appears particularly conscientious in maintaining these records so that, if a migrant student does leave the system, the receiving school district will have a current record.

Communications

The school system routinely writes to the last school attended and requests student records. In cases of immediate need, the request is made by telephone with a FAX response requested. These procedures are used for migrants and non-migrants alike. In addition, for migrant students, MSRTS records are obtained. According to the MEP staff, these records are particularly helpful because the health information is needed to see if the student meets school requirements regarding immunizations. These methods are used for intrastate and interstate migrants alike.

Communication between the project and the state consists of a spring conference in which preparation of grant applications is discussed and a fall conference to discuss project activities (these conferences are sponsored by the state's regional office), submission and approval of the grant application, submission of an annual evaluation report to the state, and notification by the state regarding the amount of funds available for the coming year. Communications between the project and parents, while limited by parents' willingness to participate, are maintained through mail messages, home visits, and school-based parent meetings.

The MSRTS clerk and recruiter considered the MSRTS data to be both useful and timely. They indicated that when a new migrant student entered the district during the regular school year, they immediately obtained the MSRTS record and were able to make immediate use of the health information. They also considered their efforts to keep student records current to be helpful to those migrant students who left the district during the year. The recruiter's comment regarding MSRTS was, "If you are going to have a migrant program, you have to have MSRTS." Other school personnel such as the MEP teacher and the school principal considered MSRTS to be somewhat useful but not essential.

EXPENDITURES

Sources and Levels of Funds

The project received $79,000 in MEP funds for 1989-90. The level of funding for the local project is based on a state formula that distributes funds among eligible sites based on the following weights:

> 24 percent based on total enrollment of migrant students (targeted on costs of identification and recruitment).
>
> 11 percent based on number of migrant students in grades 8-12 (targeted on costs of drop-out prevention efforts).
>
> 65 percent based on number of currently migrant preschool and grades 3-7 students (targeted on instructional services for those grade levels).

If the project chooses to distribute funds differently from the weights, they may do so if they provide sufficient justification in their application. This would not change the amount of funds available to the project. The amount of funds for this project has declined each year for the past several years due to the declining enrollment of migrant students.

There were no administrative costs since the project coordinator is funded 100 percent by the Chapter 1 basic grant. There were no carryover funds.

Funding Priorities

The proportions of MEP funds budgeted for various activities were as follows:

Instructional Services	40%
Identification and Recruitment	27%
MSRTS	30%
Transportation	03%

Eleven students receive direct instructional services in this project. If the entire subgrant amount is allocated to these students, the average per pupil expenditure of MEP funds is more than $7,100. The district's overall average per pupil expenditure is about $3,500.

ADMINISTRATION

Organizational Framework

The MEP funds three positions, the recruiter and MSRTS clerk, who are funded 100 percent by the MEP, and a teacher who is funded 50 percent by the MEP and 50 percent by the Chapter 1 basic grant. All three report directly to the principal of the school where the MEP services are offered and indirectly to the district Chapter 1 coordinator.

The principal spends a nominal proportion (perhaps one-half day per year) on MEP matters. She is paid from regular school district funds and reports directly to the superintendent. The Chapter 1 coordinator and her secretary each spend approximately 10 percent of their time on MEP matters. Both are paid from regular Chapter 1 funds. The coordinator reports to the director of curriculum and instruction who reports to the superintendent. One additional staff person, a teacher's aide, works half time on MEP and half time on regular Chapter 1; her job is 100 percent funded by the Chapter 1 basic grant.

The state monitors the project via an oversight visit every three years, an audit visit annually, and a review of the annual grant application and annual evaluation report. The oversight visit includes a review of all compensatory programs, and the audit is a "single audit" of all school programs. These visits and audits are conducted by state personnel from a regional office.

While final approval responsibility for the local MEP design and activities is seen as resting with the state's regional office personnel, the local project has considerable autonomy in decision making. For example, the regional personnel encourage implementing activities to support the state priority of offering tutorial services to students in grades 9-12; however, this district's preference for services in the lower grades was approved based on the district's needs analysis. The state exercises some control over the program design through its funding formula, which dictates how much funding will be available to each school district; the local district must tailor the program to fit the funding.

As noted earlier, the school principal apparently made the actual decision to offer pullout mathematics instruction in the lower grades and to refrain from offering support services. These decisions then were approved at the school district level for submission to the state for final approval.

Support from State or Region

The regional office sponsors fall and spring technical assistance conferences that are open to interested personnel from all school districts in the region. Both sessions include reports of what other MEP projects are doing and discussions of program practices that have proven to be particularly effective. The primary topic of the spring session is how to prepare the MEP grant applications. While the Chapter 1 coordinator, the Chapter 1 teacher, and the head of the PAC usually have attended, no one attended the most recent conference. One product of the spring conferences is a draft of each participating district's grant application for the following year. The Chapter 1 coordinator considered the conferences, particularly the reports on what other projects were doing, to be quite useful.

The state plays no particular role in identification and recruitment or MSRTS activities other than using the counts for funding purposes. The two school personnel who work the most with MSRTS data (the MSRTS clerk and the recruiter) considered MSRTS data to be essential. This seemed to be based on their perception that (a) the system is an effective means of determining eligibility and (b) the data that they enter is useful to receiving schools (in those few cases where migrant students move). The principal and MEP teacher apparently did not use MSRTS data at all. The Chapter 1 coordinator found the data useful as a basis for funding but made no further use of the system.

While the local project staff considered the support from the state and regional office to be reasonable and adequate, there was strong dissatisfaction expressed over the grant application process. The Chapter 1 coordinator, who has the primary responsibility for the grant application, indicated that the grant application process for MEP required more effort than did the regular Chapter 1 application, taking a full week of her time. She also noted that the new forms that were supposed to be used for the most recent application arrived only two days before the application was due. She was quite critical of the short period of time that the state gave her when they requested information from her. She apparently was quite conscientious about meeting schedules and noted that the state personnel always seemed surprised when she got things in on time. She also noted that the regional office personnel were new and apparently uncertain of how the system operated. As a result, she stated, they were very picky and checked everything. The local coordinator, the MSRTS clerk, and the recruiter complained about the time required for application approval and the uncertainty from year to year about whether or not the program would continue to operate.

Parent and Community Involvement

The project has a parent advisory council with the stated objective of informing parents about MEP services and encouraging parental cooperation and input. The reported role of PAC members was to share information that they received at PAC meetings with other migrant parents with whom they came in contact. Members also were reported to have provided some assistance with a fashion show presented by the migrant students. An MEP PAC meeting is held three times each year. Five to six parents attended the last meeting.

The PAC membership was said to be 12 to 13. The members are selected by the school-based MEP staff. While no particular training is provided to assist with PAC responsibilities, parents were reported to receive some parenting training in the PAC meetings.

A joint Chapter 1-MEP parental involvement program meeting is held at least once each year. The objective of the joint regular Chapter 1-MEP Parental Involvement Program is to inform parents about how parents can help with their children's education.

Parents are informed of various Chapter 1-MEP parent involvement events via notices sent home through the students; announcements in local churches, newspapers, and radio; and direct telephone calls to parents. Migrant parents were said to be highly supportive of their children's education. A somewhat low level of participation in school affairs was thought to be primarily a result of the long hours that parents usually worked.

North Coast
Regular Term

INTRODUCTION

Project Setting

This is a large rural, rugged, forested area in a state in the western stream. It contains small communities and agricultural valleys. The primary agricultural industries are grapes for wine, fishing, and rice. Most work is seasonal, but vineyards employ many people year round.

The state is both a sending and receiving state but this area is overwhelmingly a receiving area. The area is part of one of the administrative regions of the state's migrant education program. The area negotiates service agreements with the districts or counties in its geographic area; however, very few direct services are provided to students, with most MEP activities focused on staff support and supporting student services. This distinguishes the area from the balance of the region.

Parts of the area have been funded since the early 1970s, but the scope of the area has been expanding since, and a number of counties and districts have been added in the past few years.

Project Overview

The area has service agreements with three counties and 13 districts. Depending on the district type, students in all grades are served. Services include a preschool focus, with some districts providing services through the MEP and others through the Human Development Division (with state MEP funds). Services also are targeted at secondary school students to cut the dropout rate.

Of the 3,740 migrant students served, 1,165 are currently migrant and 2,575 are formerly migrant. MEP personnel in the area claim that all who are eligible are served.

Very few direct instructional services are offered by MEP. While some special projects do offer specific credit courses for secondary students that replace some of the regular courses, the main focus of MEP in the area is supporting services. Of about 50 FTE MEP staff, only 10 provide instructional services and they do so indirectly as resource teachers. The other 40 are migrant service aides (MSAs), secondary service advisors, and the like. Providing supporting services directly, however, is not a major activity in the sense of direct provision of health services, dental, counseling, and so forth. While some direct services do take place, they are rare. The MSAs and secondary service advisors broker services more than provide them.

STUDENTS AND TARGETING

Characteristics

No specific data on age to grade correspondences were available, but area personnel said that the dropout rate had been more than 50 percent, and one cause of this was believed to be very high retention rates in the early grades. As a result, cutting retentions was an objective. Regarding secondary students, project staff noted that many are over age for their grade and many have had little or no education before arriving in the area.

Close to 99 percent of the migrant students in the area are Hispanic, with a smattering of Portuguese and Native Americans. One problem, in fact, is the identification in the area of the MEP as a "Hispanic" program, which makes recruiting children of whites difficult.

Data were sparse on the representation of migrant students in special populations. In one visited district with a few dozen migrant students, one student was hailed as being gifted and talented, and the winner of a statewide scholarship was from the area. Area personnel suggested, however, that one problem they faced was getting assessments done, especially on currently migrant students. The majority of migrant students are limited English proficient to a greater or lesser degree.

The primary changes noted in characteristics of migrant students over the years were that the proportion of formerly migrant students is increasing (more are settling out), and that there has been an increase in unschooled rural immigrants.

Identification and Recruitment

Although "recruitment is the responsibility of everyone," as a practical matter it is a job for the MSAs, support service aides, or secondary student advisors, depending on the district or county. These individuals are generally housed at one of the schools in the district/county they serve.

Most recruitment involves recertifying students (nearly 69 percent of those served are formerly migrant) and takes place somewhat routinely through the school. School records are reviewed by the MSA and compared to the previous year's list, and those who are still enrolled are checked and re-signed. In addition, new students are referred by teachers, office staff, other parents, or by the new family itself. While ongoing throughout the year, most recruiting occurs early in the school year.

The passage of the Immigration Reform and Control Act with its attendant amnesty program had the side-effect of scaring many families. Rather than sign up, children were being held out of school. It took several years for MSAs and other MEP personnel to convince local migrants that the schools were not an arm of the INS.

PROGRAM SERVICES

Instructional/Supporting Services

Very few direct instructional services are provided because of the large area and low density of the migrant population. Most services are supporting services that are provided indirectly, with staff helping to link migrants to service providers.

Some distinction is made by currently versus formerly migrant status. For example, the MSA at one school indicated she kept a list of students by status so that services would go first to needy currently migrant students. At the same time, area personnel report that all are served and it did not appear that the students were being treated any differently. In fact the primary distinction seemed to be based on the extent of need.

The services are of low intensity for the most part. While a few special projects provide high intensity services to, for example, parents of preschoolers or to high school students, those are exceptions. Most students have little direct contact with MEP staff. With an overall staff to student ratio of 1 to 103 (and 1 to 374 for instructional personnel) this is not too surprising.

The MEP seems to have its niche, particularly in brokering support services for individuals, serving as the advocate for individuals against their schools and districts, providing specialized preschool support and instruction, and offering secondary school alternatives for potential dropouts. The preschool and secondary school services, it should be noted, are not part of the "regular" MEP offerings but are provided through special program improvement project funds, but even without those extra funds, the MEP seems to be the only program providing such services to each client group.

The state and region play major roles in determining services: (1) statewide curriculum emphases guide instructional choices; (2) the state MEP has goals and objectives (and recommended strategies) that all project sites are to incorporate; (3) funding comes from the state on a formula basis, and state MEP provides additional funds to projects that fit state priorities. Districts and counties also play a part in the negotiation of their service agreements; hence, several of the districts in the area provide more direct services than other districts.

Rationale for Services

Services were reported to be geared to the needs identified through the state needs assessment and parent meetings, but it is not clear that those needs are so subtle that a formal needs assessment is needed to find them; further, the same services may be applicable to almost any disadvantaged population.

Needs assessments are conducted through the parent advisory councils and through the state's MSRTS-based procedures. They are usually handled by regional or area administrative staff.

The state-required needs assessment process, which is based on MSRTS, generates data on age/grade, LEP status, and achievement test scores. Since the data cover these areas (because the state focuses on these areas), needs are identified in these areas. Little assessment of student-level needs is done by the MEP.

The formal purpose of the needs assessment is for inclusion in the application and, although indirectly affecting the long-term choice of activities and objectives, has little to do with planning for the coming year. One major reason for this is that the needs highlighted by the assessment are assumed to exist anyway; it contains no surprises. (The needs assessment highlights needs to increase retention, develop basic skills, and develop English language skills.)

Migrant students' needs related to non-migrants are generally just more of the same; these are the most disadvantaged students.

COORDINATION AND COMMUNICATIONS

Coordination

Coordination among educational services is constrained by the mere fact that few direct instructional services are provided. The resource personnel and the MSAs have a sourcebook of ideas and materials for use with MEP and LEP groups, and they report it is used "frequently" by school staff. One principal reported the "MSA is just like one of the faculty--she's frequently involved in deciding how to work with individual students." The resource person indicated that some interaction occurred at the district and county levels with heads of other categorical programs, but the frequency of such interaction was low.

At the area office, there has been a concerted effort to involve other public and private agencies in providing supporting services, with the MEP referring families as appropriate. Other agencies are concerned with farmworkers because of labor supply issues, but some agencies (including local health department clinics) were reported by area MEP personnel to "do the minimum."

The Lions Club provides glasses, and other civic organizations get involved once in a while when specifically asked. Local growers and wineries are involved as mentors and work-study sites for special secondary school programs (involving, it should be noted) only a small number of students.

Communications

There is little communication between sending and receiving projects. While MSRTS is used to record COEs and for standard reporting, the data are not relied upon. Generally, the schools treat the migrants like other students, that is, they enroll, and the school requests cumulative folders.

The MSAs and resource specialists provide the medium for communicating within districts about individual students. Depending on the need (and its scope) it will be handled by the MSA working with teachers or principals, or by the resource specialist working with district or school staff.

EXPENDITURES

There is no carryover; any leftover funds revert to the state and are re-allocated.

Funding Priorities

An examination of the FTEs allocated for different types of personnel, with support service personnel at 40 and instructional personnel (the resource specialists) at 10, indicates how much more emphasis is given to support services in the area than to direct instructional services.

ADMINISTRATION

Organizational Framework

Within the region, area directors and the regional director collectively make most of the decisions. Hiring is local, however, as is the development of relationships with other agencies, determining which special projects to try for, and coordinating with local education agencies and counties.

Support from State or Region

The state migrant office provides training in areas of state emphasis, including parent training, whole language, and reporting and evaluation requirements. In addition, the region/state supplies materials and information on numerous topics through a migrant education program improvement center located in the region. The regional migrant office also puts out two newsletters and provides translation, pamphlet development, proposal writing, and similar support. One area not emphasized is MSRTS-type communications. Projects are expected to get their MSRTS paper work in but little use is made of the results.

Parent and Community Involvement

Parent involvement generally is one of the aspects of the MEP that sets it apart from other education programs. Locally, however, this does not mean that parents are particularly active in the schools; in the absence of direct services there is little need for direct parent involvement. If parents are active in the schools, it is because of non-MEP factors. Other elements of the community were quite involved in several of the special program improvement projects, such as one that had brought together vintners and winemakers as well as ancillary businesses to provide mentors for secondary-level migrant students.

Members of the area's parent advisory council are elected, sometimes in contested elections. The PAC has responsibilities to help define needs, and determine local priorities. Evaluation is not a major area of concern. They also receive training related to their rights, meeting procedures, other agencies, and parent education involvement.

Meetings are monthly, and attendance tends to be good. The most recent meeting concerned the selection of students for space camp, a scholarship program, and input to the regional office's revised mission statement.

Greenhill Cooperative
Regular Term

INTRODUCTION

Project Setting

The project is in the western migrant stream. Its mild climate--along with changing technology for fruit storage and processing, and improved irrigation techniques--allows agricultural activities to continue throughout the year. Crops include pears, apples, cherries, strawberries, grapes, potatoes, mint, alfalfa, flower and vegetable seeds, and nursery stock.

This state provides services to more than 8,000 migrant children. The state director is full-time, with no additional responsibilities. Four of the 19 subgrantees are single school district projects, and 15 are cooperatives of from 2 to 30 districts. A total of more than $5 million was allocated to these subgrantees in 1989-90. Administrative and support services are provided to subgrantees by a statewide project, which is considered part of the state's Chapter 1 MEP office. Services provided by the statewide project include: operation of MSRTS; consultant services in day care, early childhood, secondary education, K-12 curriculum and ESL, parental involvement, and identification and recruitment; contractual services in evaluation; and migrant student accident insurance. The state also sponsors statewide staff development conferences and workshops, and an annual career day for secondary school students.

The community in which this project is based is starting to be more of a home base for migrants during the regular school year. (Some families return to Mexico during the winter, or travel to other states in hopes of finding work or being able to live more cheaply.) There is an established community of migrants, whose members are poor but do not have such extensive language problems as newcomers do, who know what services are available and where to look for them. This support network encourages new arrivals to bring the rest of their families here, thus increasing the number of children to be served.

Project Overview

The program is operated through a local education agency. This LEA serves as the subgrantee for a multi-county regional cooperative. Instructional and support services are provided to migrant students in that district, and support services are available for identified and eligible migrant students in three additional districts.

This project was funded because all districts that have identified migrant students and apply to the state receive funds. Subgrantees are required to provide MSRTS data, or survey their area, to determine the number of migrant students present.

The project has 180 identified migrant children. Of these, approximately 125 receive educational services and around 140 receive support services. Four of the schools where education services are offered serve grades K-5, one serves grades 6-8, and one serves grades 9-12. Health and guidance services are provided at all grade levels.

More specifically, five educational services are offered:

1. Preschool migrant children are served in the local Head Start program and/or by the parent trainer.

2. The parent trainer works with parents of kindergarten and preschool children individually and in small groups.

3. The elementary basic skills component provides supplemental assistance to migrant elementary students in grades 1-5 in reading, other language arts, and math. Instructional aides work with migrant students in the regular classroom or in Chapter 1 resource rooms.

4. The secondary basic skills component functions in the middle (6-8) and high (9-12) school grades. The migrant teacher at those levels tutors, "pre-teaches" skills and concepts, and remediates instruction. This occurs in a skills center or in the regular classroom.

5. Counseling and guidance are offered to high school students on a part-time basis.

Supporting services are coordinated by a home-school consultant. The consultant also identifies and recruits students and, in general, communicates the program to area parents and school staff. There is no migrant health organization in the counties served by the project. The project utilizes individual physicians, dentists, optometrists, local referral centers, civic clubs, and the county health department.

STUDENTS AND TARGETING

Characteristics

Children are served on a priority basis according to educational need, with currently migrant, school-aged children served first. There are presently no MEP-funded educational programs for children ages three and four, although the parent trainer may work with parents of those children.

Of the general student population, about 80 percent are white and 17 percent are Hispanic. For migrant students, more than 90 percent are Hispanic, and the remainder are white. Forty percent of all students qualify for free or reduced-price meals. The district has no gifted and talented program but hopes to start one next year. About 8 percent of the migrant students are in special education, and most are limited English proficient.

The project administrator reports that a "new type of migrant" has recently begun to appear. These children are from rural, very poor areas of Mexico. They are basically illiterate in their primary language (which may be a Native American language, not even Spanish), and their parents may also be illiterate. They have little knowledge of North American culture, little education, and significant health problems. Thus, not only is the number of migrant children increasing, but their needs are increasing as well. Project staff see the important distinction among migrants to be new versus old rather than current versus former. If the new type of migrants from Mexico is excluded, differences between currently migrant students and formerly migrant students were reported to be few and small.

Identification and Recruitment

The state requires the district to identify, recruit, and certify eligible students; to participate in MSRTS; and to keep adequate records for MSRTS, such as types of instruction, services, and instructional hours. Identification and recruitment is done by three home-school consultants, who are responsible for development of communication between the school and the migrant families. They are trained by the statewide project on procedures and eligibility. They work as Chapter 1 aides most of the day, and have only two hours a day for their migrant role.

The home-school consultants know who the formerly migrant children are and sign them up at the beginning of the year. When new migrants arrive, the home-school consultant is informed by teachers, counselors, friends, churches, or the school nurse. Since most migrants live in the same parts of the county (same apartment complexes, and so forth), they are easy to locate. It is believed that few children are missed, except perhaps a few older ones who work or take care of younger siblings.

PROGRAM SERVICES

The program provides a combination of direct and indirect services. Direct services are predominant, including a kindergarten program where kindergarten teachers work with parents, elementary and secondary school ESL programs, and a tutorial program. Indirect services include assistance to parents, support services, and home-school communications.

Priorities for instructional and support services are set by the district, but are difficult to distinguish from those set by the state since the needs and objectives at both levels are stated in quite general terms. Staff and administrators appear to be reacting to changing circumstances rather than trying to develop a long-range approach. Given changes in the numbers and characteristics of students, along with cuts in funds, this may be the best that can be expected.

Over the past few years, the project has tried to de-emphasize "welfare worker" support services, feeling that the prior full-time home-school consultant put too much emphasis on such services. The other main change has been from direct services by teachers to mostly aides (paid by Chapter 1) and indirect and supporting services. This, again, has been a result of decreases in funds coupled with increases in the numbers of students.

Rationale for Services

The state requires the project to provide evidence that it has conducted a needs assessment to determine the educational, social, health, and nutritional needs of the students to be served. In practice, this assessment is not very detailed. The federal programs coordinator and the special programs director meet with parents and staff, as required. The district's application states that the only changes planned in the project were the result of a significant decrease in funding allocation, not as a result of the area/district needs assessment.

The district's federal programs coordinator and the special programs director conduct the needs assessment. The district is required to participate in the statewide migrant testing program. Students in grades 3, 5, 7, and 9 are tested annually using a standardized achievement test, administered within approximately one week of the norm date. The district tests students in grades 3, 5, 7, and 9, and migrant students not in those grades are tested by project staff.

Individual student needs are assessed by means of testing, interviews, and teacher observation. If the assessment shows no need, or if district and/or Chapter 1 programs are meeting the identified student needs, it is possible that no migrant services will be provided. In general, the more settled out a child is, the less likely he/she is to receive MEP services. If long-time settled-out students have special needs, other programs are more likely to pick them up.

Although some MEP students do not need special services, most do. Particular areas in which migrants are reported to be needy include: language (some are not literate in any language); health and dental care; social/cultural acclimation; and specific educational topics that vary by student. When migrant or other students enter a new school, they are assessed for language and other educational deficiencies. If students are referred by their regular teachers for special problems, their needs are assessed by a team (which includes the child's classroom teacher, and all special teachers such as special education, Chapter 1 and/or bilingual education, as appropriate). They meet and discuss the child's needs and determine the best overall placement, trying to avoid more than two periods of pullout a day. The MEP makes no other special efforts to ensure that migrant students receive services from other programs.

Migrant students are essentially part of the regular school program during the day, except for the extra assistance they may receive if limited English proficient. There are no special coordination efforts for migrants only, although MEP personnel work closely with regular school staff--principals and teachers. The program's uniqueness comes from the home-school consultant role and from supporting services.

There is no migrant Head Start. A state-funded Head Start "clone" was started this year, and this district located it at a district school. Migrant students are in it because of poverty, not migrancy. One of the home-school consultants helped Head Start recruit at its startup.

The state requires the district to provide interagency coordination with agencies in the district that provide supporting services to migrant families. Home-school consultants work with the local human services referral center, Catholic church, local health clinics, and JTPA. The nearest Migrant

Health Clinic is located almost an hour away and only a few children have been taken there. Local doctors and dentists donate some services, and clothes and other items are collected for needy families. In general, efforts involving others happen as a result of personal contacts between home-school consultants and individuals at other agencies or private organizations (e.g., doctors) not because of institutional ties.

INTERPROJECT COORDINATION AND COMMUNICATION

Until the last few years, most of this project's migrants moved only during the summer, so the need to establish communications with sending and receiving projects traditionally had not been as great as in some other areas. Further, the active migrants in this project come from many different places, including poor rural areas in Mexico. Thus, it was considered to be inefficient to set up project-to-project coordination and communication channels.

To obtain information on new students, the district requests transcripts as a matter of routine from the previous district. Educational histories are obtained by requesting cumulative folders from other districts. MSRTS is not used much for communication about individual students; it is used mainly for validation of enrollment information and to access transfer forms for students who have them (which the new migrants from Mexico do not).

EXPENDITURES

Sources and Levels of Funds

The district's 1989-90 application to the state requested $96,067. There is no carryover at the local project level; unspent funds are returned to the state. Funds are available from the state to all districts that have migrants and apply. The amount is formula-driven: 70 percent for the number of currently migrant students and a multiplier based on direct instructional contact hours (there are caps on the number of days and the contact time per day). The project claims that the contact hour multiplier penalizes within-class instruction (e.g., in-class aides) and overstates the value of pullout. Also, since the amount is based on a count from two years earlier, it does not reflect current reality. The project has been informed by the state that it will receive $8,000 less for the next year, despite increases in the number of identified and served students. Project staff were not sure where the cuts would be made, but they were sure those cuts would hurt.

Funding Priorities

About 13 percent of the total ($12,500 of $96,067) is budgeted for management. This pays for .15 certificated staff, and .25 classified staff. Seventy-three percent ($69,843) is budgeted for instructional services. This is for the salaries of 1 FTE certificated staff at each of two schools, and 1.38 classified staff at two schools. The state specifies that no more than 25 percent of project funds may be used in support service expenditures. In this project, 9 percent is earmarked for support services; $3,904 is budgeted for general support services to pupils and pays for .2 FTE classified staff to provide support services to students. In addition, $4,879 is budgeted for health services, which pays for .2 FTE classified staff. Only 2 percent ($2,102) is budgeted for identification and recruitment. This pays for .1 FTE classified staff. The statewide project provides most MSRTS services. Data are sent by regional data entry specialists (trained and monitored by statewide project staff) directly to Little Rock, or through the statewide project. At the project level, one person (who is paid one-fourth time by MEP) spends part of her time on MSRTS.

The average expenditure of MEP funds per identified and served migrant student in this project is $450. The general fund expenditure of non-federal funds for the district for 1987-88 was $3,803 per student.

ADMINISTRATION

Organizational Framework

School-based project personnel report to the school principal. Principals report to the special programs director, who communicates directly with the state office and statewide project, and who reports directly to the district superintendent. The special programs coordinator has been in this position for four years. Previously, this individual served as the special education director for the district, a position this individual also continues to hold.

The program staff consists of a one-half time high school teacher, one-half time kindergarten teacher/parent trainer, three one-fourth time home-school consultants, a one-eighth time administrator, and a one-fourth time clerk/secretary/MSRTS operator.

In the past, the state MEP project was fairly loose about what it required local projects to do. Now, in order to get something to measure to meet evaluation requirements, it is moving to an emphasis on basic skills and requires more administrative reports from projects.

The decisions on program design are made locally, between the federal programs director, the special programs director, and the principals. The state's funding formula decisions do not determine local services. Services are based on individual need, not current/former status.

Support from State or Region

The state migrant education office provides technical assistance and consultation as needed and requested through the statewide project in parental involvement; preschool, elementary, and secondary curriculum development; staff training and development for paraprofessionals; staff inservice; migrant student identification and recruitment; project planning and application development; and planning and conducting needs assessments. It maintains MSRTS, a program monitoring system, a third-party evaluation system, and a statewide migrant student inservice program, and it conducts an annual statewide needs assessment.

The statewide project provides an annual workshop for regional data entry specialists who transmit data either directly to Little Rock or through the statewide project. Workshops for teachers/aides, clerks, and home-school consultants are also held at the local level. The state generates a number of reports for regional coordinators, including periodic enrollment validation reports. Project staff enter data and receive listings or reports from the state "once in a while," but rarely request additional information. In the area of parent training, the statewide project provides pamphlets, manuals, and other materials to help project personnel develop and implement community involvement programs and parent advisory councils. It also provides inservice programs and workshops for project staff, parent advisory council members, and other members of the community on request. The state also provides local workshops on identification and recruitment.

Parent and Community Involvement

The parent advisory council (PAC) provides input and makes suggestions regarding the needs of students and types of programs that would be appropriate. The PAC is asked for its suggestions prior to submitting the application, and the PAC chairperson must review and sign the proposal. PAC meetings are generally held in schools to expose parents to staff and school activities. The PAC has nine members, eight of whom are parents of settled-out children. The remaining member is a staff member. The PAC met four times between November 1988 and March 1989.

The local PAC also interviews teacher aide applicants for summer positions, and its chairman says that they would like to be able to select teachers. Other PAC activities include general parent meetings (program information and training), general parent activities, reviewing the summer school proposal, attending the state migrant parent education conference, reviewing the school year proposal, and evaluation.

The state specifies that the PAC is to consist of parents of eligible students (who constitute the majority), teachers, and other interested community members. Parents volunteer and are selected in a general meeting open to all parents of migrant students. As required, this project's council is composed of parents (who are elected), and representatives of other agencies.

Parent involvement in instructional activities is quite limited. Kindergarten includes an in-home "parents-as-teachers" component, and the home-school consultants work with families on individual problems. In addition, the district's school board established a temporary committee on Hispanic affairs which included former migrants. This committee recommended to the school board that: (1) teachers needed to be multiculturally aware; (2) communication between school and home should be improved; and (3) the number of bilingual teachers should be increased. Although this activity was not, strictly speaking, a migrant education activity, many of the parents were migrants.

Southern Plains
Regular Term

INTRODUCTION

Project Setting

This project in the central migrant stream is located in a very rural area about 60 miles from a city. The project identifies 44 migrant students and reports serving almost all of them in some way. Almost two-thirds of the migrant children are classified as currently migrant as a result of their parents' employment in agricultural jobs related to the growing of cotton. The remaining third have parents who have settled in the area and work as hired farm hands on large, local farms. Just under half of the migrant children (21 pupils) stay in the school district for the entire school year with a portion of those moving during the summer months. A large portion of the remainder come from the southern part of the state in the fall of the year and return to their sending districts during or after the Christmas holidays.

The school district's enrollment is small, with only 176 pupils in grades K-12 in 1989-90, but measured in square miles, the district is large; it encompasses about 120 square miles that are reached by 4 bus routes. The district has 20 teachers, a principal, a superintendent, one guidance counselor, and a handful of office clerks and teachers' aides. The migrant student population comprises a quarter of the student body, while Chapter 1 basic grants participants constitute just under a third of the student body. The overall poverty concentration of the district measured by free or reduced price school lunch eligibility is around 67 percent.

Another important dimension of the school district is its student demographic profile. Eighty percent of the enrollment attends grades K-8. The staff do not report many dropouts despite the fact that only 36 students (or 20 percent of enrollment) are in the high school. Apparently students transfer to larger neighboring communities if they want certain courses or sports teams that can be found only in more populous settings. Some families were even reported to move as their children approached high school age.

The migrant program is situated in the one school building that serves all youth in grades K through 12. The district would like to offer a pre-K program, as it once did, but does not have the 14 disadvantaged/at-risk children required by state law to open a pre-K. Parents who want to send their preschool children to a program take them to a somewhat larger neighboring community which offers a Head Start program.

The district has witnessed considerable change in its migrant population. In the late 1960s, the influx of migrant families to work the cotton ginning season swelled the migrant student count to more than a hundred. Staff members remember that they used to add another lst and 2nd grade class to handle the numbers. Now they claim that they are struggling to hold onto the migrant program, as mechanization has changed the growing of cotton.

Project Overview

Over the past five years the migrant program has been very stable in participants, staff, and instructional approach (predominantly pullout). Only a few children completely new to the school (that is, they have never attended the school at all) arrive each year. The program has operated since the mid-1960s but has dwindled to about half its original size. The district used to offer a summer migrant education program and a full-day pre-K program but no longer offers these services.

The superintendent of the district also serves as director of federal programs, including MEP, and has occupied both positions for 14 years. The teacher in the migrant education program has taught migrant students for close to 20 years. She is a career-ladder teacher who is at the top of the salary grades. The declining migrant funding picks up a smaller share of this teacher's salary each year. Currently it pays two-thirds of her salary with the Chapter 1 basic grant picking up the remainder.

The project offers migrant students in grades K-8 assistance in language arts (reading, oral language, sentence structure, and vocabulary) and math. For one or two migrant high school students, computer-related instruction is available through a satellite hook-up with a large city in the state. Home visits are occasionally made, primarily by a half-time Chapter 1 aide housed in the district office. In previous years, the project provided field trips, medical assistance, and clothing, but that no longer is the case because of decreased funding.

A regional office of the state education agency provides various forms of assistance and advice to the district, including preparation of their application, workshops for parents and staff, and testing of students.

STUDENTS AND TARGETING

Characteristics

The currently migrant students in this district are almost completely intrastate. The migrant education program serves almost all the enrolled migrant students, although occasionally a family does not desire to participate because of a perceived stigma. This is particularly true at the high school level where, with only a few students in each grade (the freshman class has 12 students in all), labels are felt more keenly. The district establishes scoring at the 60th percentile and below on the SRA Survey of Basic Skills as the criterion for students to receive migrant education services; however, this criterion functions more as a guideline than as an ironclad rule. The net result is that all but a handful of migrant students are served in some way by the program, and most of the handful not receiving services are in grades 9-12.

No priorities for services apply to active as opposed to settled-out migrant students in this district. All students participating in the program either receive help from an aide in the classroom (which is less typically the case) or from the migrant education teacher in a pullout class. Instructional groups in the pullouts vary from three to eight students and instructional sessions for a student typically last 30-55 minutes, two or four times a week. When the fall ginning season begins and the migrant student enrollment swells, the migrant education teacher adjusts her teaching techniques to accommodate the larger instructional groups which she must absorb at that time. From this perspective, settled-out migrant students (as well as those active migrants who only move during the summer) receive more intensive instruction than the active migrants who move in and out of the district during the school year since the settled-out students experience the smaller group sizes that accompany the departure of the active migrants.

Most migrant students were seen as close to the grade associated with their age. Staff report that they typically give credit for coursework elsewhere and that most students are close to where they should be age-wise. The school staff had no immediately accessible information showing these comparisons for individual students.

Most of the migrant students come from a Mexican-American background, but almost all of the students have some English skills. Most still require the assistance of ESL programs, but compared to migrant students in the past, these students are reported to be less linguistically isolated. A factor in this improvement apparently is the tendency for most of the active migrants to reside within the state and not in Mexico. This type of improved status does not necessarily carry over into the economic realm. Staff disagreed over whether the migrant students today seem poorer than 5 to 10 years ago.

There is no gifted program in the district. About 6 migrant students receive Chapter 1 help in addition to MEP services. A similar number of migrant students, primarily in the earlier grades, receive ESL assistance. Some migrant students also receive special education services. Migrant students' participation in more than one special program was reported to be more common this year than in previous years.

Identification and Recruitment

Migrant students are generally identified when they enroll in school. Office staff introduce the topic by asking if the family is employed in farm-related work. From there, they are able to establish if the family is eligible for the migrant program. Occasionally staff from the office will go out to a family's home if they receive a call from others in the community that a new family with school-age children has moved into the school attendance area. This community, though large geographically, is very small in terms of people. Because the superintendent and several teachers live close to the school and have for many years, it is unlikely that they would not be told about children in the district who have not enrolled in school.

The procedures for identification and recruitment are straightforward and well-established. Every year the regional education center provides an August workshop on guidelines for recruiting. A certificate of eligibility is filled out by the office clerk and filed with the center within two days after the parent's signature is obtained. Active migrant families must sign up every year, but settled-out students' families are not required to do so.

PROGRAM SERVICES

Instructional Services

The language arts and math assistance provided for migrant students addresses most of the students' needs in these areas. A few students are close to grade level or even above. For these students, the migrant teacher attempts to give them extra work to spur them on to even higher achievement. Staff in this district believe heavily in early intervention feeling that, if they can catch children's deficits when they are young (ideally when they are pre-K) and have the children consistently in the same school over the years, the children stand a much better chance of succeeding academically. There are a few anecdotes of students whom the migrant program was able to intercept early and who went on to succeed at the postsecondary level.

Instruction in the migrant program is provided in a pullout classroom and typically lasts 30 minutes, twice a week for some and four times a week for others. A few students receive the additional help in their classroom. The pullout teacher referred to these students as "unschedulable" otherwise. Some regular classroom teachers also seem to prefer the in-class approach where an aide helps the student in her classroom and the child does not leave. Several staff in the district indicated that more reliance on aides might be desirable but their migrant education teacher was very good and traditionally used the pullout approach. The Chapter 1/ESL teacher believed that pullouts were more beneficial to students quite behind in their grade, while those close to grade level benefitted more by staying in the regular class.

As noted previously, the size of the instructional group depends on the time of year. In the fall when current migrants enter the school, the pullout groups are as large as eight; in the spring the size can often shrink to three children. The migrant education teacher indicated that she modifies her techniques when working with different size groups.

Concerns were raised that state requirements applicable to Chapter 1 would soon be applied to Chapter 1 migrant education. These requirements call for teaching pupils on grade level and not using second grade materials, for example, with a student in the third grade. Teachers worried that these requirements would frustrate some students who had not yet mastered earlier grade level work.

Supporting Services

The migrant program in this district exclusively provides instructional services. In the past the program provided field trips, medical services, and clothing, but dwindling dollars have eliminated these services. Home visits are occasionally made to talk with families in the migrant program and to check on any special circumstances needing help, but if such help is forthcoming, it comes from sources other than migrant funds (for example, the Lions Club provides eyeglasses).

Staff also believed it was important for all migrant students to have access to some service, even if it was only to be invited in to help tutor less successful students. As one teacher who came from a migrant background one generation ago noted, "the migrant students need to feel important."

Rationale for Services

Staff in the district have adopted these instructional services because they address the major deficits that teachers and tests reveal in students eligible for the program. Their evaluations suggest that the services help the students to improve their skills as assessed by standardized tests. The instructional setting used in the district is an outgrowth of their migrant education teacher's preference and skill. She is deemed an excellent teacher for students who need help.

The ESL program is intentionally kept separate from the migrant education program and the Chapter 1 basic program is also handled separately. District staff were very careful to maintain boundaries between these programs to avoid supplanting violations. One reason for this is that during the previous year the district's Chapter 1 program, unlike the migrant education program, did not achieve the desired goals set for it in the district's plan (.5 NCE gain on the SRA standardized tests). Efforts are now underway to revamp the Chapter 1 program to emphasize greater parental involvement.

The district also receives state compensatory education funding that amounts to somewhat more than its Chapter 1 allocation. These funds are used to support the 2 aides in the school as well as to provide funding for teaching staff who are then able to participate in blocked schedules that afford them more planning time. The rules governing state compensatory funds are considerably more flexible in how the funds can be used compared with federal Chapter 1 basic grant and migrant education dollars.

INTERPROJECT COORDINATION AND COMMUNICATIONS

Communication

The district communicates directly on an as-needed basis with other districts and schools that send or receive students. Typically the district needs health data about a migrant student which MSRTS is helpful in supplying. Less frequently, the district needs to obtain education information from students' records in other schools. In these instances, the school guidance counselor contacts the schools directly. Because the school administers a home and family language survey to all entering students and the teachers informally test their reading skills, the school personnel do not depend very much on education records from other schools, nor does it appear that they are often asked to provide such information. They do, however, make an effort to communicate entrance, test results, and check-out data to MSRTS. The office clerk sends it to the regional center which then enters the request or data into MSRTS.

Communication among teachers and programs within the school occurs through formal and informal meetings. Since there are only 20 teachers and 176 students, almost all teachers know individual students and routinely discuss their performance in school. A small cafeteria for the teachers also facilitates the exchange of information and anecdotes about individual students. Since one teacher is in charge of both Chapter 1 and ESL and one other is in charge of migrant education (with some Chapter 1 responsibility), it is easy for them to know what the other is doing. The proximity of their classrooms (practically next door to each other) also fosters communication.

While the size of this school ensures a great deal of familiarity among staff and students, there remains a clear recognition of the sanctity of the classroom door. The migrant education teacher indicated that she could not speak to what regular classroom teachers did in terms of assessing the reading skills of their migrant students. Other teachers indicated that frequently the teachers who receive students in the next year of school do not know how far students progressed in the curriculum the previous year. In their experience, there is considerable variability in the progress of a class which is in large part a function of the capabilities of students in that class.

There are no other programs for migrant students operating in the community, so communication with such programs is simply not an issue in this district.

MSRTS was not used by this project as a communication medium for migrant students' skills and achievement data. The MSRTS network was seen as an administrator's tool, providing health records and tracking student enrollment counts. Staff also noted that it could inform them of a child's having received special education services. Generally, the staff found this information to be timely and accurate, but questioned the amount of money invested in a system that did not serve instructional needs.

Coordination

The facts that there are so few teachers and that the teachers in the special needs programs and regular classrooms know the student body so well serve to improve the coordination of instructional efforts across programs. The principal works with the teachers to identify goals and instructional strategies. This pattern emerged clearly in the district's efforts to rework its Chapter 1 approach.

It is less clear that instruction in the regular class is linked *closely* with the migrant education program. It would be inaccurate to characterize the instruction as uncoordinated, however. For the teachers who have worked together several years (of whom there are many), there appears an automatic knowledge of curriculum and teaching style. For newer teachers, it has to evolve. No one indicated any counterproductive effects of migrant education instruction, although a few teachers did not like the disruption of a child coming and going from their classrooms.

Coordination across districts with respect to the acceptance of course credits also seemed straightforward and not an issue, possibly because so many families migrate intrastate as opposed to interstate.

EXPENDITURES

Sources and Levels of Funds

The district's federal migrant education allocation is determined by a formula that combines the number of identified students and the district's average daily attendance. They received the following total amounts in the 1989-90 school year:

> Migrant Education (Chapter 1 migrant) = $18,951 or $431 per migrant child enrolled and served.
>
> Basic Chapter 1 = $34,943 or $682 per child served.[1]

---

[1] The district superintendent reported 51 students served by the basic Chapter 1 program.

State Compensatory Funding = $36,266.

To place these numbers in a context, the district spent approximately $4,600 per student in state and local funds in the preceding school year.

About 6 percent of the migrant funds and basic Chapter 1 funds were budgeted for indirect costs. Of the Chapter 1 funds, $5,598 were carried over from the prior year and $2,625 (or 7.5 percent of the total Chapter 1 amount) were used to pay for the services of the regional center. No MEP funds can be carried over. All Chapter 1 and migrant education expenses other than indirect and regional center costs were tied up in teachers' and aides' salaries.

Funding Priorities

The district's first priority in using its migrant education dollars is instructional services, as evidenced by teacher and aide salaries comprising about 94 percent of their migrant allocation. Even at this level, the funds only cover 62 percent of the migrant education teacher. Another 21 percent of her salary is picked up by the Chapter 1 program. Administrators point out that they supplement the migrant education program with local funds for teachers, aides, and clerks as well as state compensatory education funds that help pay for aides. Unless the number of identified migrant students picks up, the program is likely to witness even more need for local supplementation. As the salaries of the migrant education teacher and aide increase, migrant funds will cover a smaller portion. Exactly when the portion becomes too small to sustain a program was not obvious to respondents. Ideally they would like to have enough migrant funding from Washington to support the teacher and the aide.

ADMINISTRATION

Organizational Framework

A teacher, half-time clerk, and two part-time aides constitute the staff serving students in the migrant education program in this district. Active participants in planning, implementing, and oversight of the program are the superintendent, principal, guidance counselor, and the Chapter 1/ESL teacher. The superintendent, who also serves as director of federal programs (including Chapter 1, migrant education, and Chapter 2), estimates that he and the principal each spend about 10 days a year on both Chapter 1 and migrant education. The counselor tests students and requests their health and other pertinent records. The clerk spends on average about an hour per week on MSRTS and identification and recruitment. Her hours are much more concentrated in the fall than later in the school year.

Supervisory responsibilities have all teachers reporting to the principal, while the principal, office staff, and guidance counselor report to the superintendent. The superintendent also is responsible for interacting with the school board.

The district is quite autonomous in how it designs the migrant education program. In fact, the long record of the migrant education teacher and her status as a career ladder teacher afford her the dominant voice in designing the program of instruction. The rest of the program (identification and recruitment, coordination, and so forth) has run in a stable fashion over the years and does not raise issues with respect to decision making and design. Should the migrant education teacher leave, there are hints that the limited funds along with concerns about the instructional value of pulling students out of classes might prompt the superintendent to staff the program with aides in the classroom.

Support from State and Region

The superintendent reports to the state on matters of accountability--reporting, monitoring, finance, and audits. The district must file quarterly reports on program expenditures and report the results of their evaluation of the program once each year. While there are state meetings on migrant education which the superintendent could attend, the lack of money stands in the way. The state education agency was not seen as very intrusive in local affairs, although the legislature was viewed as unpredictable.

The regional center provides technical assistance in program design, technical compliance, MSRTS communications, test scoring, workshops on recruitment and program improvement, and helps prepare the district's combined application to obtain federal funds from the state. It does not play any role in accountability and is viewed by school staff as very helpful. Two professional staff members from the regional center usually drop by the district once a month and often offer suggestions related to the migrant education program. Phone contact is frequent between the superintendent and the regional staff.

Parent and Community Involvement

School staff define the community as the parents. The size of the school and difficulties in enlisting parent support in this diffuse geographic area have led staff to use the same advisory group for the migrant education and Chapter 1 basic grant programs. Approximately five parents have volunteered to participate in the parent advisory group which meets four times a year. The chair of the panel also meets each month with the school staff: the migrant education teacher, the Chapter 1/ ESL teacher, the superintendent, and the principal. At parent advisory council meetings, staff solicit parents' advice about the school program, alternative program designs and schedules, changes in the students' needs, and general ideas for improvement. The meetings are conducted in English, although the ESL teacher can translate if she needs to.

In addition, a bilingual aide occasionally makes home visits to check on families' well-being and to encourage their visits to the school. The migrant education teacher believed that home visits should be required as they once were. Now it is too easy to let them slip. The district also used to include migrant parents on the students' field trips. The migrant education teacher attempts to draw parents into the school by requiring them at a few points in the school year to sign a folder containing their children's work. This works particularly well during the Christmas season when parents come to the school for children's performances.

Fruitland Regional
Regular Term

INTRODUCTION

Project Setting

This large regional migrant education project in the western stream provides MEP services to migrant students within numerous districts and counties through formal service agreements with the local agencies. The region is composed of small towns surrounded by a very wide variety of agricultural land. Agriculture in the region includes citrus and other fruit, wine and table grapes, rice, row crops, potatoes, forestry, dairy, cattle, and fishing. The state is technically a sending state, though this area also receives migrants from other areas of the state, Mexico, and many other states.

The region is funded because of its large number of migrant students. The regional project was established in the 1960s and has been operating ever since. Still growing, the region is actively incorporating new districts and counties and seeking to identify new pockets of migrants. A few larger districts have tried to obtain direct state funding in the past decade, but the state has kept the region intact.

Project Overview

The region is divided into four areas, each of which contains several counties and, within the counties, numerous districts. The areas all report to the region but are allowed a certain amount of independence in negotiating service agreements with local agencies.

Overall, the region covers about 280 districts in 19 counties. It also has 10 individual program improvement projects (PIPs), which are specially funded by the state migrant office on a competitive basis.

In June 1989, there were about 10,000 eligible migrant students in the region with close to 5,000 of them being currently migrant. Most of the currently migrant students are within-state, but many are inter-state and some are Mexican nationals.

All grades K-12 are served, with a range in size of 1,232 served in first grade to 388 served in 12th grade. Three-through-five year olds are served directly through home visits and through funds provided by the state's child development division. Older migrants (18-21) are rarely served directly but are referred to other agencies.

Instructional services vary but are generally indirect services provided by resource teachers to regular teachers. Some instructional assistants provide direct services in the classroom and cover all subjects. Regional priority is given to English language arts.

Supporting services vary by area within the region, with some area offices providing more health or counseling than others, another providing secondary student advisors, and so forth. Supporting services tend to be the primary services in those parts of the region that have few migrants or scattered pockets of migrants.

STUDENTS AND TARGETING

Characteristics

Based on limited data available at the regional level, about 4 percent of migrant students are over age for their grade, ranging from 1 percent in K (and 2 percent in grades 1 and 2) to 10 percent in grade 9 and 11 percent in grade 12. Despite these apparently low percentages, program personnel reported they are very concerned about high retention rates in the primary grades, which suggest the reported data on grade/age comparisons may be inaccurate; several special projects have been implemented to address the problem. In percentage terms the biggest drop in enrollment is between grades 9 and 10.

Although no specific regionwide data are collected, the largest group of migrant students is Hispanic, followed by Asians (Punjabis, Vietnamese, Hmong), Native Americans, and whites. The distributions of these groups varied widely across the 280 districts served by the region.

No regionwide data were available on migrant students' representation in special populations, the exception being limited English proficient students. Sixty-nine percent of migrant students are LEP. District personnel indicated that assignment to special programs was not seen as a problem, but they also agreed that assignment rates were lower than for non-migrants. This was usually explained as a function of the constant movement of the students.

Over the past 10 years, the main change in the migrant student population has been the increased numbers of students generally coupled with a relatively faster increase in the number of formerly migrant students. The region has become more of a home base and recruitment efforts have expanded. The composition of the MEP students has also changed, with many Southeast Asians coming to the region in the past decade, a greater proportion of secondary students being identified, and more Hispanics arriving from Mexico.

Identification and Recruitment

Identification and recruitment is mostly conducted by the migrant service aides (MSAs) either in school, during home visits, or during the opening of seasonal labor camps. The MSAs are generally housed in schools, where they receive the assistance of classroom teachers and others in identifying students. In fact, in one visited school, all the teachers were encouraged to make home visits to learn about their students, and these visits led to some referrals. At the secondary level, recruitment is by secondary student advisors or by MSAs.

Most migrant students are normally recruited at the start of the school year, because over half are formerly migrant and most of the currently migrant students move only in the summer. The MSAs review records of previously eligible students and get new signatures during home visits. For students moving into school during the year or new enrollees, the MSA visits the home upon referral from teachers, other school personnel, other migrants, or the new family itself. Several districts have centralized intake centers for students and their families, but they are exceptions.

Several districts have established on-site enrollment tied to the opening of seasonal labor camps. The occupation schedules for these camps are known (e.g., April 15 to October 31) and families reserve their spots in advance, with nearly all coming on opening day. By batching the identification and recruitment process, the project saves labor and the schools are less disrupted by the sudden local surge of students.

Regionwide, recruitment is fairly stable. At the local level, however, the apparent stability dissolves. One visited district had seen a Hmong community developed from a handful to a thousand students (many migrant eligible) in two years, as several clans coalesced into one locale. In other cases, local development and economic conditions made housing more or less expensive, leading to shifts in the local migrant labor force. Crop changes, while more gradual than some of the other factors, led to swings between districts. These situations are complicated in the region because recruitment is largely school-based and the region is populated by numerous small districts, so population movements of a block or two can make a big difference. An advantage to the regional setup is that the region can move personnel to meet changing needs.

PROGRAM SERVICES

Instructional/Supporting Services

For the most part, services are indirect. There is some classroom support by instructional assistants, but the bulk of the region's resources go to resource personnel, outreach and training, MSAs, and support services. Some MSAs work in the classrooms, and some resource teachers and others provide direct instruction to at least a few students, but because of funding cutbacks coupled with increased numbers of students, emphasis has been placed on background services that can affect the largest number of students. While some respondents saw this in a positive light in that it emphasizes the supplementary nature of the MEP program and places the bulk of the burden on schools and districts, others, particularly practitioners, regretted the fact that very little of their time was now spent with students. In a related vein, support services, particularly health, have been cut back. While partially due to cuts in funding, the major reasons seem to be the desire to place more emphasis on the academic side and the difficulty of finding and hiring qualified "health and welfare" assistants.

Nearly all respondents indicated that their priority was to serve active students first, but few could point to specific instances where that was adhered to in practice. Practitioners and others indicated they kept track of students by status, and had to be able to show that active migrant students were given priority, but they also said they were able to provide services to those who needed them, with those more in need receiving more services, regardless of their status.

Most striking was the range of intensity of MEP services across the many districts and schools visited in the region, so much range, in fact, that any single generalization would be wrong. In one situation, which involved a camp school, the MEP provided supplemental instruction and support services for the students who were in the school for late spring and early fall; the district picked up the basic educational load, with the combination of the MEP and regular education providing a highly intense "replacement" experience (with mainstreaming in non-academic subjects) for the students. On the other hand, another visited school provided only an optional after-school homework and credit makeup program for high school students for about an hour a day.

MEP was providing valuable and needed services to eligible students throughout the region, but it is not clear whether those services would have been provided or not in the absence of MEP. Many of the provided services are unique in the sense that only MEP offers them, but because MEP offers them, other programs (including regular education) do not. Specific examples would be in-class tutorials, or pullouts for supplementary reading where SCE or Chapter 1 could be providing the same service in the same way.

At the same time, MEP offered several program alternatives that no one else offered (and perhaps could not). Examples include the early childhood parent education programs that took place in the homes, and after-school homework sessions. The camp schools for students arriving late in the school year provide probably the most unique example.

The state MEP has suggested eight strategies for local programs: (1) intervene early; (2) create a positive school climate; (3) select and develop good teachers; (4) set high expectations; (5) provide a broad range of instructional programs; (6) develop programs in cooperation with other agencies; (7) provide for parent involvement; and (8) increase the time children spend in school. These eight appear to be reflected in this region, in part because of the links between regional and state MEP management. The state also has to approve the region's plans for services, but the process is fairly automatic if the plan addresses statewide objectives and the eight strategies. The state also plays a direct role by its award of program improvement projects.

The districts and counties in the region negotiate their service agreements with the relevant area directors and, in some cases, reportedly take an active role in pushing for or objecting to specific services. Most, however, tend to approve the activities suggested by the area directors without much comment.

Rationale for Services

At the regional level, where needs are most formally assessed, there is relatively little direct contact with service delivery. Decisions as to what services are to be delivered are a function of funds and funding priorities, agreements with districts or counties, availability of other programs (MEP is a last-resort option), availability of staff, and needs.

Needs assessment takes place at several levels in the region. The region generates counts of students (by region, area, county, and district) for such characteristics as age/grade, retention, LEP status, achievement test data, and state assessment test data.

At the region and area levels, needs assessments are performed by the associate directors working with their staff, parent groups, and the districts/counties with which they have service agreements. At the sub-area level, districts and counties feed in the results of their local assessments.

In addition to the automated state needs assessment process, which relies on MSRTS, the most common local procedures involve meetings to identify needs through wide participation in the process. These meetings lead to regionwide goals and objectives, set forth in a mission statement. Within the broad outlines of those goals, the areas and their subordinate units are fairly free to decide which of the various needs that have been identified at large are most important locally.

The results of the needs assessment are included in the region's funding application, and the region indicates how the program it is proposing will help meet the needs. In some areas, the process of identifying needs also had a consensus-generating function that was seen as useful in developing the service agreements with local jurisdictions. Similarly, preparing the needs assessment is a major aspect of the Parent Advisory Councils, which helps keep them actively involved. For students, individual assessments result in individual learning plans. The individual learning plan form used in several of the districts covers language designation, migrant status, grade/age, and test scores.

At the regional level, the following needs are highlighted in the current mission statement: self-esteem, academic skills, English-language communication skills, and personal responsibility.

Project staff generally held two views about the needs of migrant students relative to other students. The first view focused on the skill deficiencies of students that were a direct result of movement and interrupted schooling and, indirectly, because of demographic factors such as LEP status and poverty. Respondents generally agreed that the language and poverty-related deficiencies were not unique to MEP students, and that many non-MEPs also moved frequently, but the combination of these factors led to relatively more extensive and critical needs for migrant students.

The second view traced needs to what was often termed the "rural-traditional" background of the MEP families. Here, academic and supporting services needs (for example, health and dental care) stemmed from the mere facts that the families were unprepared to deal with life outside of their villages, and that people from such villages are precisely the ones who are entering the migrant stream. Although differences exist by ethnicity and country of origin (e.g., education was emphasized for Hmong boys, but not girls, while education was de-emphasized among rural Mexicans), there are many cross-cutting similarities, particularly distrust of institutions, lack of knowledge of what resources were available, a sense of "refugee" or temporary worker status rather than status as "immigrant" (which led families to worry little about their children while here), and a sense of cultural isolation.

By and large, however, when asked specifically to list the needs that distinguished MEP and non-MEP students, project staff tended to list English-language proficiency, self-esteem, and academic skills. Less frequently, they cited dental and health needs, but those who did mention them believed them to be quite important. In terms of currently versus formerly migrant students, there was some agreement on the fact that needs decrease through settled-out time, with most also saying that several years of continued supplementation were needed for many students.

COORDINATION AND COMMUNICATIONS

Coordination

The extent to which the services provided through the MEP were coordinated with each of the many districts served by the regional MEP varied on both area-by-area and district-by-district bases. Some districts deliberately do not integrate MEP services with those of the regular program because of fear the MEP may go away, and others structure MEP services as a specifically articulated strand throughout the curriculum. Educational services coordination seems to be more comprehensive and detailed where the proportion of migrant students in the district is large and their effect on the district is large.

The overall extent of interagency coordination, and the specific agencies involved varied by area within the region. Most commonly, the areas worked with colleges and universities for staff training and meetings. Other agencies worked with from time to time included JTPA, the state office of human development, and USDA and its Cooperative Extension Service. Health was probably the area where more coordination was desired, but many of those interviewed reported that problems related to immigration, language, and distance severely hampered coordination in health care.

Private organizations were involved locally with individual schools or districts. A few of the larger service organizations (for example, the Lions Club for glasses) had direct contact with the MEP area directors, but this was not a major regional focus.

Interproject coordination was not a major area of concern at the regional level. Staff in individual districts reported that they contacted home districts occasionally and obtained or shared information about individual students. For older students, however, they more often relied on self-reports (followed by referral to the cumulative folder when it arrived); for younger students, they generally conducted their own assessments to determine placements within class.

Communications

Communication between sending and receiving projects is not a major area of involvement within the region. Many of the students do not move, except during summer, and most of the others are treated as any other student by the new district (requesting a cumulative folder after the child is enrolled). In a few cases, associated mostly with the camp schools, communications channels were opened with the major sending districts, but even in these restricted cases, movement patterns were so varied that only some of the students were covered. The region was quite interested in the state's efforts to establish more formal communications ties with the Mexican states, but only a small number of the region's students were directly affected. There seemed to be little difference in communications between districts on an inter- versus intra-state basis.

Locally, program staff and school personnel appeared to stay in touch about individual students. This was particularly the case when an MSA was housed in a school, but more centrally housed staff also indicated they talked frequently with teachers about individual students. Other organizations (such as parent groups) rarely were involved; it should be noted that many of the migrant educators were the members of the advocacy groups implied here.

The region really did not use MSRTS data. They did submit COEs through the regional terminals, entered services and scores, and so forth, and drew on MSRTS data for the state needs assessment reports, but they rarely used it for accessing data on students. Those who did have comments generally spoke along the lines of "Occasionally useful for new teachers," "We sometimes look to see if our assessment agrees," "It's too late to have any utility."

EXPENDITURES

Sources and Levels of Funds

The region received a subgrant of nearly $6.6 million for the regular term during 1989-90. No Chapter 1 administrative funds are used. No carryover is permitted by the state (the funds revert to the state and are reallocated). In addition to MEP subgrant funds, the region won 11 Program Improvement Projects, with a funding range from $5,605 to $57,347, for a total of $235,708. The region also received a small amount of private funds for health care and scholarships, and the host county office provided a small fund for staff development.

Funding Priorities

Funding is determined within the region on the basis of the number of eligible students, the number of currently migrant students, and the needs assessment process results. Nearly three-fourths (74 percent) is spent on instructional services, and about 11 percent is spent on support services. Administration accounts for 12 percent, and MSRTS receives about 3 percent. Identification and recruitment is embedded within the amounts allocated to MSAs for instructional and support services and is considered to involve about 5 percent of their time.

ADMINISTRATION

Organizational Framework

Within this region, four area directors report to the regional project director. While each area director has some autonomy in developing and staffing programs to meet the needs of the area, they tend to work closely with the regional office and follow the same guidelines.

Staffing differs across the areas. While each has about the same number of certificated staff (Resource Specialists), other staff vary. One area, for example, has 12.3 (FTE) support services aides, and another has 3.0. At the same time, that first area has 18.5 migrant services (classroom) aides, while the other has 28.0. Across the four areas, 245 FTE staff are employed during the regular term.

The regional offices in this state are seen as arms of the state and, as such, are components of the state program. The state sets general objectives and general strategies that need to be considered in each region's application, and it funds state projects and program improvement projects to address what it feels are specific important needs. But the state is not seen as especially "directive." One reason is that the leadership at the state and this region share perspectives on what is important; another reason is that the requirements of the state for the MEP are general and, therefore, easily met in a number of ways. The region does submit reports on students, services provided, and the like, but those are seen as reasonable reporting requirements. Basically, it is the region, working with its counties and districts in negotiating service agreements, that determines the specifics of its operations.

Support from State

The state's regional directors meet monthly with state staff. The meetings mostly cover procedural information and reporting requirements; less time is spent on instructional concerns. The state also has an annual meeting at which training is offered on numerous topics. The state supports a materials resource center, will pay for some trainers, and will help negotiate services from the western stream's PDC. The state also has a number of specialists (health, early childhood, immigration) that can assist at the regional level or lower. Generally, in this region the state was seen very positively--no additional responsibilities were suggested, and none was criticized.

Parent and Community Involvement

Most of the reasons given for promoting parental involvement revolved around enhancing the education of children, either in terms of having them better prepared for the first years in school or to promote the virtues of a high school diploma. In addition, involvement of parents was seen as a way to enhance identification and recruitment and promote other forms of community involvement.

The MSAs performed most of the outreach, although in some areas the individuals providing "first teacher" or other parent training also had a major role. The region also utilized its currently active parents to recruit others. On the whole, word of mouth was seen as probably the most effective way to get parents involved, particularly in areas where the migrant population was fairly stable or where strong community ties already existed for other reasons.

The most widely discussed activities generally involved parent training to be the child's first teacher. Several specific programs were operating and training of trainers was occurring to expand the activities. Other parent activities appeared to be more tied to each of the districts and individual communities within the region. In none of the cases were parents taking an active within-classroom role, and one area director pointed out that the schedules of migrant parents do not match well with volunteer schedules at the schools. As a result, most of the migrant children affected in any direct sense by parent activities were preschool children.

The parent advisory councils play a major role in the region. They are organized on a school, district/county, area and regional basis. They participate in the application process, especially in bottoming-up specific needs to be addressed, and the regional PAC has to approve the final application. They assist in fundraising, organize scholarship activities, and sponsor training. They also help in promoting community awareness and in recruitment.

PACs meet monthly during the regular term, which means some of those representing lower-level PACs may attend meetings four or more days a month. The members are generally elected, although some school-level PACs have appointees. They receive training at the local, area, regional and state levels on MEP rules and regulations, parent roles, parliamentary procedure as well as on particular educational activities. At the meetings attended on site, attendance was good and the discussions (in several languages) were enthusiastic. The topics included the local scholarship winners, input into the regional statement of philosophy, and plans for the coming year.

ED/OPP93-5

U S GOVERNMENT PRINTING OFFICE 1993 -3[illegible] -59670750

Final Report

DESCRIPTIVE STUDY OF THE CHAPTER 1 MIGRANT EDUCATION PROGRAM

VOLUME III

TECHNICAL APPENDICES

Prepared for
The U.S. Department of Education
under
Contract LC88025001

Submitted by

Research Triangle Institute
Research Triangle Park, North Carolina

June 1992

Final Report

DESCRIPTIVE STUDY OF THE CHAPTER 1 MIGRANT EDUCATION PROGRAM

by

J. Lamarr Cox
Graham Burkheimer
T. R. Curtin
Blair Rudes
Ronaldo Iachan
William Strang
Elaine Carlson
Gary Zarkin
Nancy Dean

Volume III: Technical Appendices

This is Volume III of a three-volume report. Other volumes are:

Volume I:	Study Findings and Conclusions
Volume II:	Summary Report of Intensive Case Studies

ACKNOWLEDGEMENTS

We gratefully acknowledge the assistance and support of numerous individuals and organizations in the conduct of this study. These include MEP personnel at the federal, state, and local project levels; teachers and administrator in visited schools; members of the National Association of State Directors of Migrant Education (NASDME). Jim English, Elizabeth Farquhar, and Joanne Bogart, the Department of Education project officers, provided consistently thoughtful guidance during all phases of the study. Our Study Advisory Panel was generous and conscientious in devoting time and attention to those tasks where we needed their assistance. Members of this panel were:

Kathleen Plato	WA Office of Public Instruction
Bill Cooley	University of Pittsburgh
Jim Gonzales	Interstate Migrant Education Council
Ellen Marks	Independent Consultant
Louis T. Marsh/Gerald Richardson	FL State Department of Education
G.Y. Morales	TX Region II Education Service Center
Peter Moreno	MN State Department of Education
Troy Rinker	Migrant Student Record Transfer System
John R. Schaeffer	CA State Department of Education
Alex Goniprow	MA State Department of Education

Members of the Research Triangle Institute and Westat, Inc., team, in addition to those listed as authors, included: Barbara Elliott, Jean Service, Marie (Pat) Pattillo, Jack Shirey, Sheila Johns, Karen Mowbray, Kathleen Mohar, Frank Arnot, Babette Gutmann, Allison Henderson, Janie Funkhouser, Mary Moore, Lana Muraskin, Adrienne Von Glatz, Ellen Tenenbaum, and Saunders Freeland.

J. Lamarr Cox
Project Director

Table of Contents

Volume III: Technical Appendices

Appendix A. Additional Details of Sampling Design

Appendix B. Study Instruments and Intensive Case Study Report Outlines

Appendix C. Details of Data Preparation

Appendix D. Forecast of Enrollment in the Migrant Education Program: 1991-2000

Appendix A

Additional Details of Sampling Design

Appendix A

Additional Details of Sampling Design

Page

1. General....A-1

2. First-Stage Sampling....A-1

3. Second-Stage Sampling....A-3

   a. Definition of the Second-Stage Sampling Unit of Analysis....A-3

   b. Second-Stage Sampling Procedures....A-6

4. Third-Stage and Fourth-Stage Sampling....A-7

   a. Definition of Migrant Student....A-7

   b. Third Stage and Fourth-Stage Sampling Procedures....A-12

5. Intensive Case Study Sample....A-13

Appendix A

Additional Details of Sampling Design

1. General

This appendix expands on the information provided in Section I of Volume I of this report and provides additional details of the sampling design.

The core population for the study consisted of all identified migrant students (approximately 570,000 within 51 U.S. political units, including Puerto Rico, the District of Columbia, and all states except Hawaii. There were two primary program-level populations of interest: (a) the state level programs (including any regional intermediaries) that coordinate local MEP service delivery, and (b) all MEP service providers at the local project level (approximately 2,200). A final population of interest was local sites, within which substantial numbers of MEP-eligible children were located, but which had no MEP-funded projects.

A multi-stage stratified sample of MEP projects and participating students was selected. States were selected at the first stage, local MEP projects at the second stage, schools at the third stage, and students at the final (fourth) stage. In addition, a purposive sample (selected principally to provide adequate variation in project operations) were selected from within the first two stages of the main sample for intensive case studies.

Exhibit A.1 provides, in tabular form, the study universe, population numbers of entities, the strata, sampling methods, and sample sizes for the six survey instruments.

2. First-Stage Sampling

The sampling frame for first-stage sampling was simply a list of 49 states (Hawaii excepted) plus the District of Columbia and Puerto Rico. The three states that contain the bulk of the migrant population were included with certainty. The remaining states were assigned to three non-certainty regional strata: the Eastern, Central, and Western Streams. Each of these three regional strata was subdivided into two groups: sending states and receiving states. Units that are both sending and receiving were, for stratification purposes, considered to be sending units. Units were further ordered within

Exhibit A.1

Study Populations, Sampling Methods, and Samples, by Sampling Stage and Stratum, for Data on MEP Projects and Students

Sampling Stage/Unit	No. in Population	Strata and Substrata	No. in Strata	Sampling Method	Sample Size	Instrument Involved
1. States (excluding Hawaii but including Puerto Rico and DC)	51	None	NA	NA	51 (All)	State Program Questionnaire
1A. States (excluding Hawaii but including Puerto Rico and DC)	51	Non-certainty: Eastern Stream Central Stream Western Stream (implicit strata of sending/receiving status within stream) Certainty	 22 15 11 3	Probability proport. to size (PPS, Minimum Replacement)	 4 4 4 3 (All)	None. Sample states used as initial stage for subsequent sampling of projects and students
1B. State Case Study Subsample	15 (i.e., Sample 1A)	Certainty Non-certainty	3 12	Purposive, drawn from Stage 1A Sample	3 (All) 3 (one from each stream, receiving only)	State-level Case Study Protocol
2. MEP Projects	All Within Sample 1A States	Summer Term Regular School Year	469 1,045	Equal probability drawn from Sample 1A	200 300	(Varies with subsample--see below)
2A1. MEP Project Subsample for On-Site Data Collect.	500 (i.e., Sample 2)	Summer Term Regular School Year	200 300	Random Allocation of Stage 2 selections	60 90	Local Project Questionnaire and Site Observation Record Form
2A2. MEP Project Subsample for Mail Data Collect.	500 (i.e., Sample 2)	Summer Term Regular School Year	200 300	Random Allocation of Stage 2 (Residual from Subsample 2A1)	140 210	Local Project Questionnaire Local Project Questionnaire
2B1. MEP Project Case Study Subsample	All Within Subsamples 1B and 2A2	Summer Term Regular School Year	N/A N/A	Purposive Sample from Sample 2 and Within Subsample 1B	8 13	Local Case Study Protocol Local Case Study Protocol
2B2. Non-MEP Case Study Subsample	All Within Subsample 1B	Regular Term Only	N/A	Purposive Subsample of Non-MEP-participating Districts with migrant children in Sample 1B	3	Local Case Study Protocol
3. Schools	All with MEP Students in Subsample 2A1	None	N/A	PPS, Systematic within Subsample 2A1 Projects/LEAs	Not fixed; but enough to yield stud. samp.	None; Intermediate Sampling Stage for Students
4. Students	All Within Sample 3 Schools	None	N/A	Equal probability within Sample 3	3,000	Student Record Form

BEST COPY AVAILABLE

this framework by a size measure. This stratification ensured an adequate sample representation of states, local projects, school districts served by the program, and migrant students in each of the three regional strata. Four states were selected from each of the three non-certainty regional strata (Eastern, Central, and Western) for a total of 12 non-certainty sample states which, combined with the three certainty states, yielded a total of 15 sample states. This selection was with probabilities proportional to size (PPS), using as size measure the state dollar (FY 1989) allocation, which was proportional to the number of certified migrant students (as listed in the then-current MSRTS file). Exhibit A.2 lists the 15 sample state categories with the associated first-stage sampling weights.

3. Second-Stage Sampling

a. Definition of the Second-Stage Sampling Unit of Analysis

As was noted in Section I of Volume I of this report, the second-stage sampling focused on "MEP projects"; the "project" is the unit of analysis for the LPQR, LPQS, and SORF and formed the basis for the selection of the student sample in that the students were sampled from projects. While the originally intended definition of a "project" -- an organization that provides MEP services directly to students -- remains essentially unchanged, the study activity of securing lists of "projects" from the 15 sampled states provided ample evidence that a "project" is not as clearly distinguishable as originally thought. While we anticipated that a "project" might operate at the state level, regional level, school cooperative level, individual school district level, or through a non-school private or community agency, we had not anticipated that several of these might be involved concurrently at the same site. We found, for example, that a regional office of a state might be directly responsible for delivery of MEP services to students in some of its school districts but act only as a transfer agent of funds for others. In addition, in some cases the regional office might have operational control of the local program even though the personnel who delivered the services were local school system employees hired and paid by the school system with MEP funds. In still other cases, local services might be provided by a team made up of both local and regional (state) employees.

Following is an example of the difficulty in identifying a "project" or "projects" and how the difficulty was resolved in this particular case. A Exh

Exhibit A.2

Sample State Categories and First-stage Sampling Weights

State Category	Sampling Weight
1. Certainty State	1.000
2. Certainty State	1.000
3. Certainty State	1.000
4. Western Stream	1.000
5. Western Stream	1.329
6. Western Stream	3.468
7. Western Stream	17.040
8. Central Stream	1.000
9. Central Stream	1.977
10. Central Stream	1.734
11. Central Stream	5.310
12. Eastern Stream	3.468
13. Eastern Stream	4.880
14. Eastern Stream	1.590
15. Eastern Stream	2.746

regional office was responsible (as a state agency) for MEP services in an area containing 24 school systems, all of which included eligible migrant students. MEP services were offered in all 24 systems. The sampling question was whether this constituted one "project," 24 "projects," or some number of projects between one and 24. The regional office personnel defined the services to be offered and took full responsibility for certain activities such as identification and recruitment and coordination of services with other community agencies. In five school districts with relatively few migrant students, regional office personnel traveled to the schools and provided tutorial services, which were the only offered MEP instruction in those districts. In 15 districts, MEP instructional services were provided by personnel hired by the school district and paid from MEP funds passed through to the district by the regional office. While the programs were provided with general oversight by the regional office personnel, they were nominally under school district control. The program in the remaining four districts operated essentially the same as in the 15 with the exception that the school district employee who delivered MEP instruction was directly supervised by the regional office personnel. In this example, we considered the first five sites all to be a part of a single "project" operated by the regional office, the 15 districts each to constitute a "project" based on the fact that the preponderance of services were offered by the school district using pass-through MEP funds, and the final four districts each to constitute a "project" based on the same premise as the 15 districts (that the preponderance of services were offered by school district employees).

An additional complicating factor regarding the organizational structure of the service delivery organizations was that the nature of the organizational structure sometimes was not known with certainty when the project sampling frame was being constructed. In several states, the MEP State Director's office had but little idea of the current or planned project structures since these were arranged by the regional offices. In some cases, the regional office personnel delegated these decisions to area personnel within the region. Thus, our project sampling frame was a result of inputs from a number of organizational levels and represented, in several cases, the "best guess at the time" of the organizational level at which organizational decisions eventually would be made. This latter factor was particularly apparent with summer-term projects where, in some cases, the final organizational structure was not known until the day service delivery began. Even then, in several cases, the initial organizational structure was changed once the project was underway.

In summary, while we were generally able to maintain our original definition of "project" as being the organizational entity that provided MEP services directly to students, there were cases in several states where the project determination was made based on somewhat tenuous evidence. The probable result of this is that we have included several sites as "projects" that, in reality, are parts of multiple-site projects, and that we have included several multiple-site organizations as "projects" each of which, in reality, include several "projects." While the overall impact of this on the study likely is slight (since any error would have been random), it does indicate that, for example, the national estimate of approximately 1,660 regular school year projects and 540 summer-term projects that are made based on our data are not actual counts of projects. The MEP projects, as the organizational units that deliver services to students, are as varied and complex as are the public school system organizations within which the MEP projects most often operate.

b. Second-Stage Sampling Procedures

The sampling frame for second-stage selection was compiled from lists of projects provided by the 15 states selected as first-stage units. The sampling frame included every local project in these states. Based on enrollment information provided by the states, each local project was classified as being small or large. This frame construction and stratification process was conducted in a similar manner for the regular school year sample and a summer-term sample. Two separate, independent sample components (the first totaling 300 regular school year projects and the second 200 summer-term projects) were selected from the two respective frames.

The allocation of sample projects to the second-stage strata was designed so that a local project sample with approximately equal probabilities of selection would result (i.e., sample projects within each size stratum would have approximately the same probability of selection). The sample was proportionally allocated to the 15 first-stage sample units and subsequently (again, proportionally) to the second-stage (small/large) project substrata constructed within each sample state. Further, the sample of local projects was randomly allocated to a mail-only component and a field data collection component. The latter component was further utilized for subsequent stages of sampling and data collection.

Exhibit A.3 summarizes the allocation of the regular-year project sample to strata. Exhibit A.4 shows the distribution of the two sample components (mail-only and on-site subsamples) by state. Exhibit A.5 summarizes the procedure used for the allocation of the summer sample; the regular-year sample was allocated with a similar procedure except for the total sample size in Step 3 (300 in the regular year rather than the 200 sample projects selected in the summer). Exhibit A.6 gives the allocation of the summer project sample derived through this procedure.

Note that the allocation procedure, designed to yield approximately equal weights for the sample projects, worked remarkably well: project weights generally ranged from 1.0 to 6.0 for both samples (summer and regular year).

4. Third-Stage and Fourth-Stage Sampling

a. Definition of Migrant Student

While the study deals, in a general sense, with all eligible migrant students in the United States,[1] practical constraints limited the selection of a representative sample of students for study to those eligible students who have been identified and recruited (i.e., entered into the MSRTS as eligible to be included in the state counts of migrant students which are the basis for federal funding). MSRTS includes, for the regular school year, three categories of identified students: enrolled students, resident-only students, and resident-but-participating students. "Enrolled" students are those identified migrants who are enrolled in school, "resident-only" are those identified migrants who are eligible for services but are not enrolled in school and do not receive services, and "resident-but-participating" are

---

[1] "Eligible migrant student" is defined in Section 201.3 of the Chapter 1 regulations as being a currently migratory or formerly migratory child. These are further defined as follows. "A currently migratory child is one whose parent or guardian is a migrant agricultural worker or a migratory fisher and who has moved from one school district to another during the previous 12 months for the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. A formerly migratory child is one who was eligible to be counted as a currently migratory child within the past five years but is not now a currently migratory child, lives in an area served by the agency carrying out a Chapter 1 migrant program or project, and has his parent's or guardian's concurrence to be considered a migratory child."

Exhibit A.3. Distribution of Regular-year Project Sample by Stratum (Sample Allocation)

State	No. Projects**		No. Sample Projects**	
	Small	Large	Small	Large
1	105	214	12	63
2	216	111	25	32
3	4	32	1	9
4	29	33	3	10
5	2	17	1	7
6	17	20	6	18
7	4*	5*	4*	5*
8	35	21	4	6
9	19	21	4	12
10	0	10	0	5
11	4	0	2	0
12	0	4*	0	4*
13	40	14*	23	14*
14	2	11	1	5
15	43	12	14	10
	---	---	---	---
	520	525	100	200

* Certainty stratum cells.

** The enrollment cutoff for size stratum definition was 107.

Exhibit A.4. Distribution of Regular-year Project Sample by State and Category

State	Subsample "A" (Mail Only)	Subsample "B" (Onsite data collection)	Total
1	37	38	75
2	29	28	57
3	6	4	10
4	6	7	13
5	4	4	8
6	12	12	24
7	4	5	9
8	5	5	10
9	8	8	16
10	3	2	5
11	1	1	2
12	2	2	4
13	18	19	37
14	3	3	6
15	12	12	24
	150	150	300

Exhibit A.5. Second-stage Sampling of Summer Projects

Step 1. Obtain number (N_i) and size of summer programs for each sample state.

Step 2. Determine cutoff between small/large programs and form second-stage size strata. Denoting the total number of programs in small/large strata by A,B, we chose the cutoff c = median, so A=B.

Step 3. Determine sample allocation to size strata: a, b; a + b = 200 the sampling rates $f_a = a/A < f_b = b/B$. Specifically, we chose $f_b = 2f_a$.

Step 4. Determine allocation to substrata (States) within each size stratum:

(a) Small: $n_i^{(1)} = a(W_i N_i^{(1)})/(\sum_i^{15} W_i N_i^{(1)})$,

(b) Large: $n_i^{(2)} = b(W_i N_i^{(2)})/(\sum_i^{15} W_i N_i^{(2)})$.

where W_i (i=1,15) are the first-stage sampling weights (see Exhibit 2).

Step 5. Define certainty strata where $n_i(^{k}) \geq N_i(^{k})$; if any, delete certainty projects from frame, reduce N_i, a, b, and go back to step 4.

Step 6. Select projects with equal probabilities within each (non-certainty) substratum.

Step 7. Randomly assign sample projects to mail-only and on-site components.

Exhibit A.6. Allocation of the Summer Project Sample

State #*	No. Projects		Sample Projects	
	Small	Large	Small	Large
1	81	127	13	64
2	25	11	11	9
3	5	4	1	2
4	12	12	2	6
5	2	12	1	8
6	18	8**	9	8**
8	13	28	2	14
10	6	2**	2	2**
11	8**	5**	8**	5**
12	0	4**	0	4**
13	22	0	17	0
14	2	11	1	9
15	1**	1**	1**	1**
	195	225	68	132

* States #7 and #9 had no summer projects.

** Certainty stratum cells.

those who are not enrolled in school but nevertheless receive services (either through a school system or via some other sponsoring state or local agency). Because of the impracticality and prohibitive cost of selecting a sample and collecting student-specific descriptive data on students who are not enrolled in school, the regular school year student sample was restricted to "enrolled" students. This strategy resulted in the esclusion of certain eligible migrants, namely, the "resident-only" migrants, such as drop-outs and pre-school-age children (in those cases where the schools did not have a pre-school program), and some "resident-but-participating" migrants.

The above-noted three categories of eligible migrants are applicable only for the regular school year program. For summer-term MEP projects, only "enrolled" students are considered eligible; i.e., if an otherwise eligible migrant resides in a community where a summer MEP program is offered, but is not enrolled in this summer program, he/she is not considered to be eligible to be included in the state counts that are the basis for federal funding. This factor results in a significant difference in the two samples (regular school year and summer term) regarding receipt of service. While regular school year students were sampled regardless of whether or not they received MEP services (other than identification and recruitment), all summer-term students, by definition, received services.

To summarize the above, the study in general, while concerned with all eligible migrant children, focuses primarily on those migrants who are enrolled in school during the regular school year or enrolled in a migrant project during the summer term. Estimates of the proportion and categories of students excluded from the study sample are discussed in detail in Section II of Volume I of this report.

b. Third-Stage and Fourth-Stage Sampling Procedures

The sample design for the selection of students from sample projects was, in general terms, two-stage sampling. Schools were selected first within the school district(s) served by each sampled projects, with students subsequently selected from the sampled schools at the final stage. For the regular school year sample, this third- and fourth-stage selection was based on updated lists of identified migrant students and their respective schools or other sites. These lists initially were obtained from MSRTS. The local project director was asked to update this list to correct for project enterers and exiters not reflected in the MSRTS list. These updated lists included all identified migrant students enrolled in the school districts served by the sample MEP projects as of March 1, 1990. For the summer-term sample, similar lists were obtained directly from the local project directors. These latter lists included all identified migrant students enrolled in each sample MEP project as of the end of the second week of delivery of services by the summer-term projects. These two sets of listing served as the third- and fourth-stage frames.

Schools were selected proportional to size within projects, with the size measure being the number of enrolled migrant students. Twenty-four students were selected in each (participating) project having a "large" number of enrolled migrant students, and 12 sample students were selected in each (participating) project having a "small" number of enrolled migrant students. These fixed numbers of students were selected from each sample school to yield an equal-probability-of-selection sample of students within each project.

5. Intensive Case Study Sample

The six states within which intensive case studies were conducted included the three states with the most students (states that also were, basically, "sending" states), and three "receiving" states selected from the other 12 states chosen from the noncertainty strata. The intensive case study sites were selected to represent each migrant stream and, to the extent possible, to reflect different administrative styles or organizational structures for the MEP.

Allocation of the intensive case-study MEP projects reflected, as best possible, the greater number of identified migrant students in the three certainty states and the greater numbers of total students served during the regular school year. Including two local sites without Chapter 1-funded MEP services (discussed below), a total of 25 local sites were selected (17 local sites from the three certainty states and eight from the other three states). Of the 25 local sites, 14 were visited during the regular school year regarding the regular school year program, and 11 were visited during the summer term regarding the summer-term program.

The 23 MEP sites were chosen from local projects that were both (a) selected in the main study sample of projects for receipt of a Local Project Questionnaire (LPQ) only, and (b) within the six case study sample states.

The two selected local non-MEP sites were school districts where MEP-eligible students were likely (or known) to be present but where the Chapter 1 MEP was not being actively implemented. The selection of sites for intensive case study was directed by two general concerns: (a) to provide detail that may help to place the representative survey data into context, and (b) to gain information that may be used for program improvement. The first of these purposes was met largely by simply selecting sites to match the selection requirements. The second purpose required discussion with State MEP personnel, toward identifying sites considered particularly effective on one or another area of interest (e.g., unusually effective needs assessments, particularly cost-effective use of limited funds or success in obtaining supplements, effective communication of information about individual currently migratory students).

The non-MEP project sites were drawn from recommendation of Federal and State program personnel, to involve no more than one site from any one state.

Appendix B

Study Instruments and Intensive Case Study Report Outlines

Appendix B

Study Instruments and Intensive Case Study Report Outlines

Page

1. State Program Questionnaire....................................B-1
2. Local Project Questionnaire (Regular School Year)............B-13
3. Local Project Questionnaire (Summer Term)....................B-25
4. Site Observation Record Form.................................B-36
5. Basic Student Form...B-67
6. Outline for State-Level Intensive Case Study Reports.........B-76
7. Outline for Local Project Intensive Case Study Reports........B-77

Form Approved
OMB No. 1875-0036
Expiration Date: 9/91

A Descriptive Study of the Chapter 1 Migrant Education Program

State Program Questionnaire

U.S. Department of Education
Office of Planning, Budget, and Evaluation
Washington, D.C. 20202

All information which would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey and will not be disclosed or released to others for any purpose except as required by law. This survey is authorized by law (P.L. 100-297, Section 1452). While participation in the study is voluntary, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Public reporting burden for this collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1875-NEW, Washington, D.C. 20503.

BEST COPY AVAILABLE

STATE PROGRAM QUESTIONNAIRE

State I.D. # ______________

A. STAFFING AND ORGANIZATIONAL RESPONSIBILITY

1. In addition to your duties as State Director of Migrant Education, do you have other program or departmental responsibilities?

(Circle one.)

a.	No	1
	Yes	2

b. **If "Yes," please answer the following.**

(1) What are these other program or departmental responsibilities?

	(Circle all that apply.)
Director of Chapter 1 programs	1
Director of Title VII program	2
Director of State compensatory and/or bilingual programs	3
Other *(Specify)* ______________________________	4

(2) During a typical week, approximately what percentage of your total working time do you spend on Migrant Education Program matters?

__________%

2. In addition to the State Director position, how many *SEA-level* (or state-wide project-level) full-time equivalent (FTE) positions in each of the following categories are devoted, either part time or full time, to the Migrant Education Program?

NOTE: This question refers to employees or consultants who are hired and paid directly by the SEA. This does *not* include employees of LEAs or other public or private agencies that operate with funds provided through subgrants. An FTE is the amount of time actually spent on a job divided by the amount of time normally considered full-time for that job. For example, if the project has one secretary/clerk who works one-half time for the MEP project, you should enter .5 for that position. Please express all FTEs in whole numbers and decimal fractions to the nearest tenth.

	Title of Employee(s)	Number of FTE Positions (where none, please enter "0" (zero).)
a.	Assistant Director	______
b.	Program Consultant	______
c.	Educational Specialist	______
d.	Health Specialist	______
e.	Evaluation Specialist	______
f.	MSRTS Coordinator	______
g.	MSRTS Terminal Operator	______
h.	Regional Coordinator	______
i.	Migrant Recruiter	______
j.	Secretary or Clerk	______
	Other *(Specify)*	
k.	______________________	______
l.	______________________	______
m.	______________________	______

606

3. Listed below are a number of possible Migrant Education Program activities. Please rank order the *ten* activities to which the *SEA*-level Migrant Education Program employees in your state *devote the most time* during a given year. Place a "1" by the activity given the most time, a "2" by the activity given the next most time, etc. (up to "10").

a. Preparing the State Migrant Education Program Grant Application . . . . ______

b. Preparing the Chapter 1 Migrant Education State Performance Report . . . . ______

c. Determining program requirements, objectives, and priorities . . . . ______

d. Communicating with ED officials to discuss program operations . . . . ______

e. Approving local project proposals . . . . ______

f. Approving local project budgets or expenditures . . . . ______

g. Monitoring local project operations . . . . ______

h. Maintaining state and statewide financial records . . . . ______

i. Developing or conducting statewide or local needs assessments . . . . ______

j. Developing or conducting statewide or local program evaluations . . . . ______

k. Managing MSRTS operations . . . . ______

l. Coordinating efforts with programs in other states . . . . ______

m. Conducting inservice training activities . . . . ______

n. Identifying and recruiting migrant students . . . . ______

o. Selecting or recruiting teachers and other staff persons for local projects . . . . . . ______

p. Developing or selecting instructional materials or methods . . . . ______

q. Arranging for provision of support services . . . . ______

r. Assisting local projects with reporting activities . . . . ______

Other *(Specify)*

s. ____ . . . . ______

t. ____ . . . . ______

u. ____ . . . . ______

4. Does your state have any state-level migrant-funded projects (i.e., Migrant Education Program projects directly managed and implemented by SEA employees or consultants)?

(Circle one.)

a.	No	1
	Yes	2

b. **If "Yes," please answer the following.**

(1) How many state-level projects does your state have? ____________

(2) What services are provided by the state-level project(s)?

(Circle all that apply.)

Direct instructional services to migrant students	1
Direct support services to migrant students	2
Inservice training	3
Operation of MSRTS	4
Identification/recruitment services	5
Technical assistance to local projects	6
Other *(Specify)*	
______________________________	7
______________________________	8
______________________________	9

(3) *If* your state-level project(s) provide *direct instructional or support* services to migrant students, which of the following describe why these services are provided by the state-level project(s) rather than by local (subgrantee) projects?

(Circle all that apply.)

There are too few migrant students in some areas of the state to operate a local program	1
The locations of the migrant students served by the state-level project(s) are too scattered to permit service delivery by local projects	2
The needs of the migrant students served by the state-level project(s) are too unique or diverse to be addressed by local projects	3
Other *(Specify)*	
______________________________	
______________________________	4

B. EXPENDITURES

5. **What was the total *SEA-level* expenditure (from all funding sources including carryover funds) of the Migrant Education Program for the *1988-89* school year (including the 1989 summer term)? This SEA-level expenditure *should* include the cost of SEA-level employees and consultants, but should *not* include funds provided through subgrants to LEAs or other public or private agencies.**

$ ________________

6. **Approximately what percentage of the total *SEA-level* expenditure listed in Question 5 above was spent for each of the following?**

a.	Administration	________%
b.	Instructional and support services (other than identification, recruitment, MSRTS, and interstate/intrastate coordination)	________%
c.	Identification and recruitment (other than MSRTS)	________%
d.	Interstate/intrastate coordination (other than MSRTS)	________%
e.	MSRTS	________%
	Other *(Specify)*	
f.	________________________________	________%
g.	________________________________	________%
h.	________________________________	________%
		Total = 100%

7. a. What percentage of funding for the *SEA-level administration* of the Migrant Education Program during the *1988-89* school year (including the 1989 summer term) was provided by each of the following?

(1) Chapter 1 state administration funds . . . . ________%

(2) General revenue state funds . . . . ________%

(3) Migrant Education Program funds . . . . ________%

Other *(Specify)*

(4) ______________________________ . . . . ________%

(5) ______________________________ . . . . ________%

(6) ______________________________ . . . . ________%

Total = 100%

b. If you listed (above) any funding source(s) *other than or in addition to* Chapter 1 state administration funds, please answer the following.

(1) What are the major reasons for using these *other* sources of funds?

____

____

____

____

(2) In 7.a above, you listed the percentages of the SEA-level administration funds that were provided by various sources. What is the *rationale* for this particular distribution of funds for SEA-level administration; e.g., why are more dollars not allocated from some sources and fewer dollars allocated from other sources?

____

____

____

____

8. Were any Migrant Education Program funds carried over from last school year (1988-1989) to this school year (1989-90)?

(Circle one.)

a. No 1

Yes 2

b. If "Yes," what were the reasons for the carry-over? ____

____

____

____

C. SERVICE PROVISION POLICIES/PRACTICES

9. Which of the following best describes this state's guideline for selecting local migrant projects for funding?

(Circle one.)

All agencies that represent areas that have identified migrant students and submit an application are funded 1

All agencies that represent areas that have high concentrations of *currently migratory* students and submit an application are funded 2

Only selected agencies in high-priority locations are funded 3

Other *(Specify)* /

____

____

____ 4

10. What does this state require from a proposed project to ensure state approval of project funding? (Please summarize below or, if you prefer, attach a copy of the state guidelines.)

11. How does this state determine the level of funding for an individual project; that is, what funding formula do you use? (Please summarize below or, if you prefer, attach a copy of the state funding formula.)

12. What procedures does this state use to ensure that local migrant projects comply with major legislative and regulatory requirements? (Please summarize below or, if you prefer, attach a copy of the state procedures.)

____

____

____

____

____

____

D. USE OF MSRTS DATA

13. In addition to providing statewide counts of eligible migrant students for federal funding purposes, what uses do SEA-level personnel in this state make of MSRTS data? Please circle all that apply of the following possible uses and add any uses that are missing.

	(Circle all that apply.)
Providing educational status information for planning purposes	1
Providing "services provided" information for federal reporting	2
Providing student demographic information to support state planning	3
Other *(Specify)*	
______________________________	4
______________________________	5
______________________________	6

612

E. MIGRANT PARENT ADVISORY COUNCIL

14. a. What is the name of the statewide migrant advisory council (or other statewide parent organization that serves this function in this state)?

____

b. What is the total membership of this council/organization? ________ members

c. How many times did this council/organization meet during the past year? ________ times

d. What were the primary actions that this council/organization took during the past year?

____

____

____

____

F. IDENTIFICATION/RECRUITMENT POLICIES/PRACTICES

15. a. At what administrative level is the actual in-the-field identification/recruitment of eligible migrant students undertaken in this state?

(Circle all that apply.)

At the state level	1
At the regional level	2
At the local project level	3
Other *(Specify)* ______________________________ ______________________________	4

b. If you circled "1" or "2" above, what are the major activities undertaken by the SEA (or other state-level or regional agencies) to identify/recruit eligible migrant students? (Please summarize below or, if you prefer, attach a copy of your printed statement of these activities.)

____

____

____

____

____

____

16. What is this state's policy or guideline regarding the local project/school district role in identifying/recruiting eligible migrant students in their service areas? (Please summarize below or, if you prefer, attach a copy of the state policy/guideline.)

G. FEDERAL ASSISTANCE

17. Are there any major changes that you think should be made at the federal level to make the Migrant Education Program more effective?

(Circle one.)

a. No 1
Yes 2

b. If "Yes," what changes do you suggest?

18. Are there any federal initiatives related to the Migrant Education Program that you think are particularly effective and should *not* be changed?

(Circle one.)

a. No 1
Yes 2

b. If "Yes," what are these particularly effective federal initiatives?

H. OTHER COMMENTS/SUGGESTIONS

19. **If you have any other information that you think is important to this study of the Migrant Education Program, please summarize below or attach to the questionnaire.**

____

____

____

____

____

____

20. THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE. If we should need to contact you regarding the questionnaire, what is the best time to call?

____

21. What is your telephone number?

☐☐☐ ☐☐☐ ☐☐☐☐

Area Code Number

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED POSTAGE-PAID ENVELOPE

Research Triangle Institute
ATTN: Barbara Elliott
Hobbs Building
P.O. Box 12194
Research Triangle Park, NC 27709-2194

Form Approved
OMB No. 1875-0036
Expiration Date: 9/91

A Descriptive Study of the Chapter 1 Migrant Education Program

Local Project Questionnaire (Regular School Year)

U.S. Department of Education
Office of Planning, Budget, and Evaluation
Washington, D.C. 20202

All information which would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey and will not be disclosed or released to others for any purpose except as required by law. This survey is authorized by law (P.L. 100-297, Section 1452). While participation in the study is voluntary, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Public reporting burden for this collection of information is estimated to average 120 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1875-NEW, Washington, D.C. 20503.

BEST COPY AVAILABLE

LOCAL PROJECT QUESTIONNAIRE (Regular School Year)

Please note that questionnaire responses should be for the regular 1989-90 school year only (unless otherwise specified); the "regular school year" is defined as the standard school year for the school district(s) served by this Migrant Education Program (MEP) project less the summer term. Also, please note that, in those cases where multiple school districts are served by the project, responses should apply to all school districts served by the project.

A. CONTEXT INFORMATION

1. Which of the following best describes the administration of this Migrant Education Program (MEP) project?

	(Circle one.)
Project is administered by a single school district	1
Project is administered by a coalition of school districts	2
Project is administered by a regional office of the state department of education	3
Project is administered by the state department of education	4
Project is administered by a private or community organization	5
Other *(Specify)* ______________________________	6

NOTE: The following Questions 2 through 5 refer to all students (both migrant and non-migrant) in the school district(s) served by this MEP project. These data will permit a comparison to be made of the characteristics and needs of migrant students with the characteristics and needs of the population of students in the project's service area.

2. For the school district(s) served by this MEP project, what was the average daily membership (ADM) of all students for the first six months (or until March 1, 1990) of the 1989-1990 regular school year? (Include both migrant and non-migrant students.)

Average daily membership . . . . . . __________

3. What was the racial/ethnic makeup of the general student population in this MEP project's service area for the 1989-1990 regular school year? (Include both migrant and non-migrant students.)

a. American Indian or Alaskan Native . . . . ________ %
b. Asian or Pacific Islander . . . . ________ %
c. Black, not of Hispanic origin . . . . ________ %
d. Hispanic . . . . ________ %
e. White, not of Hispanic origin . . . . ________ %
Total = ________ %

4. What percentage of the general student population in this MEP project's service area are eligible for free or reduced-price meals? (Include both migrant and non-migrant students.)

Percentage receiving free or reduced price meals . . . ________ %

5. In the school district(s) served by this MEP project, approximately what percentages of the students scored, in their latest standardized testing, below the 50th percentile in each of the following subject areas? What percentage scored below the 35th percentile? (Include both migrant and non-migrant students.)

	Percentage Scoring Below the 50th Percentile	Percentage Scoring Below the 35th Percentile
a. Reading	________ %	________ %
b. Other language arts	________ %	________ %
c. Mathematics	________ %	________ %

6. How many public schools are there in the school district(s) served by this MEP project? (Include all public schools, whether or not they enroll migrant students.)

Number of public schools . . . . ________

7. In how many of the public schools in the school district(s) served by this MEP project does this project offer Migrant Education Program (MEP) instruction?

Number of public schools in which
project offers MEP instruction . . . . ________

B. AVERAGE DAILY MEMBERSHIP (ADM) OF MIGRANT STUDENTS

8. What was the approximate average daily membership (ADM) of identified migrant students in the school district(s) served by this MEP project, for each month of the 1989-1990 school year (including the summer of 1989)? (Please project figures for those months for which actual figures are not yet available.)

	Month	Average Daily Membership Of Migrant Students
a.	June 1989	________
b.	July 1989	________
c.	August 1989	________
d.	September 1989	________
e.	October 1989	________
f.	November 1989	________
g.	December 1989	________
h.	January 1990	________
i.	February 1990	________
j.	March 1990	________
k.	April 1990	________
l.	May 1990	________

C. SERVICES PROVIDED TO MIGRANT STUDENTS

9. For this 1989-90 regular school year, what are the beginning and (expected) ending dates for operation of the public schools in this MEP project's service area? What are the beginning and (expected) ending dates for the delivery of MEP-funded instructional services by this MEP project?

	Beginning Date			(Expected) Ending Date		
	Mo.	Day	Yr.	Mo.	Day	Yr.
a. Operation of public schools	___	___	___	___	___	___
b. Delivery of MEP-funded instructional services	___	___	___	___	___	___

10. From the beginning of this 1989-90 regular school year until March 1, 1990, what was the total number (unduplicated count) of (a) currently migratory students (categories 1, 2, 4, and 5) and (b) formerly migratory students (categories 3 and 6) who were provided with MEP-funded instructional or support services, other than identification, recruitment, and entry in MSRTS, by this MEP project?

a. Total number (unduplicated count) of currently migratory students receiving MEP services (other than identification, recruitment, and entry in MSRTS) .... ________

b. Total number (unduplicated count) of formerly migratory students receiving MEP services (other than identification, recruitment, and entry in MSRTS) .... ________

11. **From the beginning of this 1989-90 regular school year until March 1, 1990, how many of your currently migratory students (categories 1, 2, 4, and 5), at each grade level, have received each of the following MEP-funded instructional and support services? (Where none, please enter "0" (zero).)**

	Number of Currently Migratory Students Receiving MEP-Funded Service															
	PreK	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Ungraded**	**Total**
Instructional Services																
a. Reading																
b. Other language arts																
c. Mathematics																
d. Vocational/career																
e. Other MEP instruction																
Support Services																
f. Health																
g. Dental																
h. Nutrition																
i. Pupil transportation																
j. Social work/ guidance, etc.																
k. Other MEP support services *(Do not include identification, recruitment, and entry into MSRTS.)*																

12. **From the beginning of this 1989-90 regular school year until March 1, 1990, how many of your formerly migratory students (categories 4 and 6), at each grade level, have received each of the following MEP-funded instructional and support services? (Where none, please enter "0" (zero).)**

Number of Formerly Migratory Students Receiving MEP-Funded Service

	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
Instructional Services																
a. Reading	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
b. Other language arts ...	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
c. Mathematics ...	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
d. Vocational/career	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
e. Other MEP instruction	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
Support Services																
f. Health	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
g. Dental	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
h. Nutrition	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
i. Pupil transportation ...	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
j. Social work/ guidance, etc. ...	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
k. Other MEP support services *(Do not include identification, recruitment, and entry into MSRTS.)*	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___

13. a. **Approximately what percentage of your migrant students who receive MEP-funded instructional services during this 1989-90 regular school year receive this instruction by each of the following methods?**

(Circle one number on each line.)

	None	**1-25%**	**26-50%**	**51-75%**	**76-99%**	**All**
(1) Additional teachers or aides assist the migrant students in the student's regular classroom	1	2	3	4	5	6
(2) The migrant students are pulled out of the regular classroom for supplementary instruction	1	2	3	4	5	6
(3) The migrant students are placed in special classes made up predominantly of migrant students	1	2	3	4	5	6
(4) The migrant students receive instruction in extended day, evening, or weekend classes	1	2	3	4	5	6
(5) Other *(Specify)* ____________________ ____________________	1	2	3	4	5	6

b. **For your migrant students who receive MEP-funded instructional services through the assignment of an additional teacher or aide in the regular classroom, what is the average ratio of extra personnel to migrant students receiving instruction by this method?**

	(Circle one.)
Not applicable	1
One additional teacher or aide for every:	
1 migrant student	2
2-3 migrant students	3
4-6 migrant students	4
7-15 migrant students	5
16-25 migrant students	6
More than 25 migrant students	7

c. **For your migrant students who receive MEP-funded instructional services by the "pull-out" method, how many students make up the average "pulled-out" class?**

	(Circle one.)
Not applicable	1
1 migrant student	2
2-3 migrant students	3
4-6 migrant students	4
7-15 migrant students	5
16-25 migrant students	6
More than 25 migrant students	7

14. Considering only those migrant students who receive MEP-funded instruction in this project during this 1989-90 regular school year, how many hours per week, on the average, of MEP instruction does each student receive?

Hours per week . . . . . . ________

D. STAFFING AND FUNDING

15. How many full-time equivalent (FTE) positions in each of the following categories are funded by this MEP project (i.e., paid from MEP funds) during this 1989-90 regular school year?

(Note: An FTE is the amount of time actually spent on a job divided by the amount of time normally considered full-time for that job. For example, if the project has one secretary/clerk who works one-half time for the MEP project, you should enter .5 for that position. Please express all FTEs in whole numbers and decimal fractions to the nearest tenth.)

Position Category	Number of FTE Positions (Where none, please enter "0" (zero).)
a. Migrant Project Director	________
b. Other administrative staff	________
c. Secretaries or clerks	________
d. MSRTS data clerks (or other maintainers of MSRTS)	________
e. Evaluators	________
f. Recruiters	________
g. Home-school liaisons	________
h. Health services providers	________
i. Attendance and guidance personnel	________
j. Teachers	________
k. Aides	________
Other *(Specify)*	
l. ________________________________	________
m. ________________________________	________
n. ________________________________	________

16. What is the total amount of the Migrant Education Program (MEP) budget for this project for the 1989-90 regular school year?

$______________

17. What percentage of the total amount listed in Question 16 above is budgeted for each of the following for this 1989-90 regular school year?

a. Administration .... ________%
b. Instructional services .... ________%
c. Support services .... ________%
d. Identification and recruitment (other than MSRTS) .... ________%
e. Interstate/intrastate coordination (other than MSRTS) .... ________%
f. MSRTS .... ________%

Other *(Specify)*

g. ______________________________ .... ________%
h. ______________________________ .... ________%
i. ______________________________ .... ________%

Total = 100%

18. Has this MEP project received any in-kind contributions, gifts, or other fiscal assistance during this 1989-90 regular school year that are not reflected in the project's budget?

(Circle one.)

a. No 1
Yes 2

b. **If "Yes," what is the approximate dollar value of these in-kind contributions, gifts, or other fiscal assistance?**

$______________

c. **What is the general nature of and primary sources of these in-kind contributions, gifts, or other fiscal assistance?**

____
____
____
____
____

E. TECHNICAL ASSISTANCE

19. With which of the following has this Migrant Education Program (MEP) project received assistance from the state department of education (including its regional office or state-wide service agencies such as Program Development Centers) during this past year?

(Circle all that apply.)

Preparing MEP program application	1
Preparing annual MEP report	2
Identifying/recruiting migrant students	3
Planning or conducting needs assessment	4
Planning instructional services	5
Planning support services	6
Hiring/staffing	7
Providing inservice training	8
Fiscal planning	9
Other *(Specify)*	
________________________________	10
________________________________	11
________________________________	12

20. On a one-to-five scale, to what extent do you think your technical assistance needs have been met during this past year?

a. **(Not met at all)** ... **(Completely met)**

1 . . . . 2 . . . . 3 . . . . 4 5

b. **If less than "Completely met," explain what needs you consider to have been less than completely met.**

____

____

____

____

F. POLICY AND PRACTICES

21. Are there any changes that you think should be made at the local, state, or federal levels to make the Migrant Education Program more effective?

(Circle one.)

a. No 1
Yes 2

b. If "Yes," what changes do you suggest?

22. Are there any local, state, or federal initiatives that you think are particularly effective and should not be changed?

(Circle one.)

a. No 1
Yes 2

b. If "Yes," what are these particularly effective local, state, or federal initiatives?

G. OTHER COMMENTS/SUGGESTIONS

23. If you have any other information that you think is important to this study of the Migrant Education Program, please summarize below or attach to the questionnaire.

24. **THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE. If we should need to contact you again regarding the questionnaire, when is the best time to call?**

____

25. **What is your telephone number?**

☐☐☐	☐☐☐	☐☐☐☐
Area Code	Number	

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED POSTAGE-PAID ENVELOPE

Research Triangle Institute
ATTN: Barbara Elliott
Hobbs Building
P.O. Box 12194
Research Triangle Park, NC 27709-2194

Form Approved
OMB No. 1875-0036
Expiration Date: 9/91

A Descriptive Study of the Chapter 1 Migrant Education Program

Local Project Questionnaire (Summer Term)

U.S. Department of Education
Office of Planning, Budget, and Evaluation
Washington, D.C. 20202

All information which would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey and will not be disclosed or released to others for any purpose except as required by law. This survey is authorized by law (P.L. 100-297, Section 1452). While participation in the study is voluntary, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Public reporting burden for this collection of information is estimated to average 105 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1875-NEW, Washington, D.C. 20503.

LOCAL PROJECT QUESTIONNAIRE (Summer Term)

Please note that questionnaire responses should be for the 1990 summer term only (unless otherwise specified) and, in those cases where multiple school districts are served by the project, responses should apply to all school districts served by the project.

A. CONTEXT INFORMATION

1. Which of the following best describes the administration of this Migrant Education Program (MEP) summer term project?

	(Circle one.)
Project is administered by a single school district	1
Project is administered by a coalition of school districts	2
Project is administered by a regional office of the state department of education	3
Project is administered by the state department of education	4
Project is administered by a private or community organization	5
Other *(Specify)* ______________________________	6

2. What was the approximate average daily membership (ADM) of identified migrant students in the school district(s) served by this MEP project, for each month of the 1989-1990 school year (including the summer of 1990)? (Please project figures for those months for which actual figures are not yet available.)

	Month	Average Daily Membership of Migrant Students
a.	September 1989	________
b.	October 1989	________
c.	November 1989	________
d.	December 1989	________
e.	January 1990	________
f.	February 1990	________
g.	March 1990	________
h.	April 1990	________
i.	May 1990	________
j.	June 1990	________
k.	July 1990	________
l.	August 1990	________

3. **Are compensatory education services (other than MEP-funded) offered during this 1990 summer term by the school district(s) in this project's service area?**

(Circle one.)

a. No 1
   Yes 2

b. **If "Yes," what categories of students receive these services?**

(Circle one.)

Migrant students only 1
Non-migrant students only 2
Both migrant and non-migrant students 3

B. SERVICES PROVIDED TO MIGRANT STUDENTS

4. **For this 1990 summer term, what are the beginning and (expected) ending dates for the delivery of MEP-funded instructional services by this MEP project?**

Beginning Date				(Expected) Ending Date		
Mo.	Day	Yr.		Mo.	Day	Yr.
___	___	___	....	___	___	___

5. **For the first two weeks of this 1990 summer term, what was the total number (unduplicated count) of (a) currently migratory students (categories 1, 2, 4, and 5) and (b) formerly migratory students (categories 3 and 6) who were provided with MEP-funded instructional or support services, other than identification, recruitment, and entry in MSRTS, by this MEP project?**

a. Total number (unduplicated count) of currently migratory students receiving MEP services (other than identification, recruitment, and entry in MSRTS) .... ________

b. Total number (unduplicated count) of formerly migratory students receiving MEP services (other than identification, recruitment, and entry in MSRTS) .... ________

632

6. **For the first two weeks** of this **1990 summer term**, how many of your **currently migratory** students (categories 1, 2, 4, and 5), at each grade level, have received each of the following **MEP-funded** instructional and support services? (Where none, please enter "0" (zero).)

Number of Currently Migratory Students
Receiving MEP-Funded Service

	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
Instructional Services																
a. Reading																
b. Other language arts																
c. Mathematics																
d. Vocational/career																
e. Other MEP instruction																
Support Services																
f. Health																
g. Dental																
h. Nutrition																
i. Pupil transportation																
j. Social work/ guidance, etc.																
k. Other MEP support services *(Do not include identification, recruitment, and entry into MSRTS.)*																

7. For the first two weeks of this 1990 summer term, how many of your formerly migratory students (categories 3 and 6), at each grade level, have received each of the following MEP-funded instructional and support services? (Where none, please enter "0" (zero).)

	Number of Formerly Migratory Students Receiving MEP-Funded Service															
Instructional Services	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
a. Reading																
b. Other language arts																
c. Mathematics																
d. Vocational/career																
e. Other MEP instruction																
Support Services																
f. Health																
g. Dental																
h. Nutrition																
i. Pupil transportation																
j. Social work/ guidance, etc.																
k. Other MEP support services *(Do not include identification, recruitment, and entry into MSRTS.)*																

8. a. **Approximately what percentage of your migrant students who receive MEP-funded instructional services during this 1990 summer term receive this instruction by each of the following methods?**

(Circle one number on each line.)

	None	1-25%	26-50%	51-75%	76-99%	All
(1) Additional teachers or aides assist the migrant students in the student's regular classroom	1	2	3	4	5	6
(2) The migrant students are pulled out of the regular classroom for supplementary instruction	1	2	3	4	5	6
(3) The migrant students are placed in special classes made up predominantly of migrant students	1	2	3	4	5	6
(4) The migrant students receive instruction in extended day, evening, or weekend classes	1	2	3	4	5	6
(5) Other *(Specify)* ____________________ ____________________	1	2	3	4	5	6

b. **For your migrant students who receive MEP-funded instructional services through the assignment of an additional teacher or aide in the regular classroom, what is the average ratio of extra personnel to migrant students receiving instruction by this method?**

	(Circle one.)
Not applicable	1
One additional teacher or aide for every:	
1 migrant student	2
2-3 migrant students	3
4-6 migrant students	4
7-15 migrant students	5
16-25 migrant students	6
More than 25 migrant students	7

c. **For your migrant students who receive MEP-funded instructional services by the "pull-out" method, how many students make up the average "pulled-out" class?**

	(Circle one.)
Not applicable	1
1 migrant student	2
2-3 migrant students	3
4-6 migrant students	4
7-15 migrant students	5
16-25 migrant students	6
More than 25 migrant students	7

9. Considering only those migrant students who receive MEP-funded instruction in this project during this 1990 summer term, how many hours per week, on the average, of MEP instruction does each student receive during this summer term?

Hours per week . . . . . . ________

C. STAFFING AND FUNDING

10. How many full-time equivalent (FTE) positions in each of the following categories are funded by this MEP project (i.e., paid from MEP funds) during this 1990 summer term?

(Note: An FTE is the amount of time actually spent on a job divided by the amount of time normally considered full-time for that job. For example, if the project has one secretary/clerk who works one-half time for the MEP project, you should enter .5 for that position. Please express all FTEs in whole numbers and decimal fractions to the nearest tenth.)

Position Category	**Number of FTE Positions (Where none, please enter "0" (zero).)**
a. Migrant Project Director	________
b. Other administrative staff	________
c. Secretaries or clerks	________
d. MSRTS data clerks (or other maintainers of MSRTS)	________
e. Evaluators	________
f. Recruiters	________
g. Home-school liaisons	________
h. Health services providers	________
i. Attendance and guidance personnel	________
j. Teachers	________
k. Aides	________
Other *(Specify)*	
l. ________________________________	________
m. ________________________________	________
n. ________________________________	________

11. What is the total amount of the Migrant Education Program (MEP) budget for this project for this 1990 summer term?

$________________

12. What percentage of the total amount listed in Question 11 above is budgeted for each of the following for this 1990 summer term?

a. Administration . . . . ________%
b. Instructional services . . . . ________%
c. Support services . . . . ________%
d. Identification and recruitment (other than MSRTS) . . . . ________%
e. Interstate/intrastate coordination (other than MSRTS) . . . . ________%
f. MSRTS . . . . ________%

Other *(Specify)*

g. ____ . . . . ________%
h. ____ . . . . ________%
i. ____ . . . . ________%

Total = 100%

13. Has this MEP project received any in-kind contributions, gifts, or other fiscal assistance during this 1990 summer term that are not reflected in the project's budget?

(Circle one.)

a. No 1
Yes 2

b. **If "Yes," what is the approximate dollar value of these in-kind contributions, gifts, or other fiscal assistance?**

$________________

c. **What is the general nature of and primary sources of these in-kind contributions, gifts, or other fiscal assistance?**

____
____
____
____
____

D. TECHNICAL ASSISTANCE

14. With which of the following has this Migrant Education Program (MEP) project received assistance from the state department of education (including its regional office or state-wide service agencies such as Program Development Centers) during this past year?

(Circle all that apply.)

Preparing MEP program application	1
Preparing annual MEP report	2
Identifying/recruiting migrant students	3
Planning or conducting needs assessment	4
Planning instructional services	5
Planning support services	6
Hiring/staffing	7
Providing inservice training	8
Fiscal planning	9

Other *(Specify)*

________________________________ 10

________________________________ 11

________________________________ 12

15. On a one-to-five scale, to what extent do you think your technical assistance needs have been met during this past year?

a. **(Not met at all)** ... **(Completely met)**

1 .... 2 .... 3 .... 4 5

b. **If less than "Completely met," explain what needs you consider to have been less than completely met.**

____

____

____

____

E. POLICY AND PRACTICES

16. Are there any changes that you think should be made at the local, state, or federal levels to make the Migrant Education Program more effective?

(Circle one.)

a. No 1
Yes 2

b. **If "Yes," what changes do you suggest?**

17. Are there any local, state, or federal initiatives that you think are particularly effective and should not be changed?

(Circle one.)

a. No 1
Yes 2

b. **If "Yes," what are these particularly effective local, state, or federal initiatives?**

F. OTHER COMMENTS/SUGGESTIONS

18. If you have any other information that you think is important to this study of the Migrant Education Program, please summarize below or attach to the questionnaire.

19. **THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE. If we should need to contact you again regarding the questionnaire, when is the best time to call?**

____

20. **What is your telephone number?**

☐☐☐ ☐☐☐ ☐☐☐☐
Area Code Number

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED POSTAGE-PAID ENVELOPE

Research Triangle Institute
ATTN: Barbara Elliott
Hobbs Building
P.O. Box 12194
Research Triangle Park, NC 27709-2194

Form Approved
OMB No. 1875-0036
Expiration Date: 9/91

Office of Planning,
Budget, and
Evaluation

US Dept. of Education
Washington, DC 20202

A Descriptive Study of the Chapter 1 Migrant Education Program

Site Observation Record Form

Place label here

Number and Result Codes

	Number	Code
Section I	_____	_____
Section II	_____	_____
Section III	_____	_____
Section IV	_____	_____

All information which would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law. This survey is authorized by law (P.L. 100-297, Section 1452). While participation in the study is voluntary, your cooperation is needed to make the results of this survey comprehensive accurate, and timely.

Public reporting burden for this collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1875-NEW, Washington, D.C. 20503.

Date Completed: ______________________________

FS Name: ______________________________

Result Codes:
01 – Interview Complete 02 – Partially Complete (Breakoff) 03 – Unable to Contact Respondent 04 – Refused 05 – Other *(Specify)* ________________________

FS Notes (Date each note)

SECTION I: Project Director/Coordinator Interview

Date of Interview ☐☐ ☐☐ ☐☐

Interviewee: Name ______________________________

Title ______________________________

Address ______________________________

____

Telephone No. (   ) ______________________________

A. Administrative Arrangement

1. Which of the following best describes the administration of this Migrant Education Program (MEP) project?

Project is administered by a single school district............1 (GO TO 5)
Project is administered by a coalition of school districts.....2 (GO TO 3)
Project is administered by a regional office of the state department of education......................3 (GO TO 2)
Project is administered by the state department of education..4 (GO TO 2)
Project is administered by a private or community organization.5 (GO TO 2)
Other (Specify) ______________________________ ..6

2. (If the project is not administered by the school district or a coalition of school districts:) What assistance does(do) the school district(s) provide to the Migrant Education Program (MEP) project? (CIRCLE ALL THAT APPLY.)

The school district(s) provides no assistance........1
The school district(s) provides facilities...........2
The school district(s) provides utilities............3
The school district(s) provides identification/recruitment.....................................4
The school district(s) provides MSRTS services.......5
Other (SPECIFY) ______________________________...6
Other (SPECIFY) ______________________________...7

GO TO 5

3. (If the project is administered by a coalition of school districts, or regional organization:) Which one of the following best describes the purpose of the coalition or regional organization that administers this MEP project? (CIRCLE ONLY ONE.)

To administer MEP services (ONLY)................................1
To administer all compensatory services..........................2
To administer all educational services...........................3
Other (SPECIFY) ____ ...4

4. (If the project is administered by a coalition of school districts, or regional organization:) What is(are) the name(s) (and other contact information) for other personnel in this project who serve as local coordinators?

	Name	Title	Contact Information
a.			
b.			
c.			
d.			

5. What are the reasons for the administrative arrangement (as noted in Question 1 above) and the advantages and disadvantages of this arrangement?

a. Reasons for: ____

b. Advantages: ____

c. Disadvantages: ____

B. MEP Service Priorities

6. Concerning the currently migratory students (categories 1, 2, 4, and 5) enrolled in the school district(s) served by this project, and how they compare with non-migrant students served by other compensatory programs:

   a. Are the educational needs of the currently migratory students any different?

      Yes, they have much greater needs........1
      Yes, they have somewhat greater needs....2
      No, the needs are about the same.........3
      Yes, they have somewhat less needs.......4
      Yes, they have much less needs...........5

   b. In what ways do the needs differ?____

7. Concerning the formerly migratory students (categories 3 and 6) enrolled in the school district(s) served by this project, and how they compare with non-migrant students served by other compensatory programs:

   a. Are the educational needs of the formerly migratory students any different?

      Yes, they have much greater needs........1
      Yes, they have somewhat greater needs....2
      No, the needs are about the same.........3
      Yes, they have somewhat less needs.......4
      Yes, they have much less needs...........5

   b. In what ways do the needs differ?____

8. Do all identified migrant students in this project's service area receive MEP instructional services?

   a. No.....1
      Yes....2 (GO TO 9)

b. IF NO:

	No	Yes
(1) Do only students at certain grade levels receive services?..	1....	2

IF YES: What were the reasons for choosing these particular grade levels? ______________________________

____

____

(2) Do only students in certain schools receive services?......	1....	2

IF YES: What were the reasons for choosing these particular schools? ___________________________________

____

____

(3) Do only students at certain age levels, within the legal age range, receive services?..........................	1....	2

IF YES: What were reasons for choosing these particular age levels? ________________________________

____

____

(4) Are some students not served because the class that they need is filled?.......................................	1....	2

IF YES: About how many students are not served for this reason, and how do you decide which students will have priority for these classes? _______________

____

____

(5) Do only students with a demonstrated need receive services?..	1....	2

IF YES: How do you determine whether or not (and what) service is needed? ______________________________

____

____

		No	Yes
(6)	Are some students not served because their needs are being met by other programs?................................	1	2

IF YES: What other programs are involved, and how do you decide which program will best meet the students' needs?

		No	Yes
(7)	Are there any other reasons why some eligible migrant students do not receive MEP instructional services?........	1	2

IF YES: What are these reasons?

9. Are there any local or state policies or practices (or other factors) that tend to limit the participation of your migrant students in other school programs for which they should be eligible (e.g., regular Chapter 1, Vocational education, Special Education, gifted/talented programs, other compensatory programs)?

a. No.....1
Yes....2

b. IF YES: What are these programs and what are the factors that limit participation of migrant students?

10. What is the general nature and extent of current (or planned) MEP services to pre-school migrant children in this project?

a. Current:

b. Planned:

11. What is the general nature and extent of current (or planned) MEP services to age 18-21 migrant students in this project?

a. Current: ______________________________

____

b. Planned: ______________________________

____

C. Communications

12. When a migrant student enrolls in this school district or project for the first time, how do the school or project personnel get the information they need to determine the following?

a. At what grade level the student should be placed. ______________

____

____

____

b. What, if any, compensatory education the student needs. ______________

____

____

____

c. What instruction the student received at his/her last school.

____

____

____

d. What, if any, health and other support services the student needs.

____

____

____

e. What health and other support services the student received at his/her last school. ______________________________

____

____

f. For an older student, what credits toward graduation he/she needs to earn. ______________________

____

____

13. On a one-to-five scale, how adequate is your current method of communicating with "sending" school districts or projects?

a. (Not at all adequate) (Completely adequate)

1........2........3........4........5

b. IF OTHER THAN "COMPLETELY ADEQUATE" (5): How is it considered to be inadequate? ______________________

____

____

____

c. How might these communications be improved? ______________________

____

____

____

14. When a migrant student leaves this school district or project, how do the school or project personnel provide information about the student to the "receiving" school district or project? ______________________

____

____

____

____

651

15. On a one-to-five scale, how adequate is your current method of communicating with "receiving" school districts or projects?

a. (Not at all adequate) (Completely adequate)
1........2........3........4........5

b. IF OTHER THAN "COMPLETELY ADEQUATE" (5): How is it considered to be inadequate? ______________________________

____

____

____

c. How might these communications be improved? ______________________________

____

____

____

16. Is an MSRTS terminal readily available for this project?

No.....1
Yes....2

a. What is the typical turn-around time from the initial request for MSRTS information for a new student and the receipt of the information by the person responsible for assessment/planning?

(CIRCLE ONE)

_____ hours days

b. Is there any additional information regarding MSRTS terminal availability or turn-around time you would like to discuss?

No....1
Yes...2

c. IF YES:

____

____

652

17. Does this MEP project use MSRTS data for any purposes other than as a source of information for determining the needs of individual students?

a. No.....1
Yes....2

b. IF YES: What are these purposes? ______________________________

____

____

____

____

D. Identification and Recruitment

18. Who has the primary responsibility for in-the-field identification/recruitment activities in this project's service area?

a. The SEA..1
The regional MEP office.............................2
The local MEP staff.................................3
Other (SPECIFY) ______________________________ ...4

b. Do you have any comments regarding responsibility for identification/recruitment?

No....1
Yes...2

c. IF YES:

____

____

____

19. How much effort is made in this project's service area to identify/recruit previously unidentified migrant students?

a. (Little or no effort) (An extensive effort)
1........2........3........4........5

b. IF OTHER THAN "LITTLE OR NO EFFORT" (1): Approximately how many of these previously unidentified migrant students have been recruited during the past year? ________

c. IF OTHER THAN "LITTLE OR NO EFFORT" (1): Briefly describe this special recruitment effort. ____________________

____

____

____

d. If either "LITTLE OR NO EFFORT" (1) or (2) on the scale: Why is little effort put into identifying/recruiting these students? ____________________

____

____

____

20. Regarding the local MEP recruiter(s) (if any):

a. How many recruiters are employed by this project? _____ IF "0," GO TO 21

b. What percentage of his/her work time does each of this project's recruiters spend on identification/recruitment?
_____% (1)
_____% (2)
_____% (3)

c. What other job responsibilities do each of this project's recruiters have? (If more than one recruiter and responsibilities differ, indicate which recruiter goes with which percentage.)

____

____

____

d. What are the primary methods used by the local MEP recruiter(s) to identify/recruit migrant students? ____________________

____

____

____

E. Support From Other Agencies

21. Are instructional or support services provided to migrant students in this project's service area by private or community organizations (other than the public school system)?

    a. No.....1
       Yes....2

    b. IF YES: What are the names of the major organizations, the types of services provided, and the approximate number of migrant students served? In particular, are there such organizations that have a written service agreement with this MEP project?

	Organization	Contact Person and Telephone #	Types of Services Provided	Number of Students Served	Written Agreement?
					No Yes
(1)					1....2
(2)					1....2
(3)					1....2
(4)					1....2
(5)					1....2
(6)					1....2

F. Parental Involvement

22. a. What is the name of the local migrant Parent Advisory Council (or other local parent organization that serves this function)?

____

b. What is the total membership of the council/organization? _____ members.

c. How many times has this committee/organization met during the past year? _____ times.

d. What are the primary actions that this council/organization has taken during the past year?

____

____

____

23. What do the MEP project personnel do, other than sponsor the parent advisory committee, to generate parent involvement/support? ____________

____

____

____

24. How would you describe how supportive migrant parents and the local community are of the MEP? (CIRCLE ONE NUMBER IN EACH LINE.)

	Very Supportive	Supportive	Unaware or Indifferent	Unsupportive	Very Unsupportive
a. Migrant parents	1	2	3	4	5
b. Community	1	2	3	4	5

25. What are the names (and other contact information) of several migrant parents, including representatives of local migrant parent groups, who are particularly knowledgeable about the Migrant Education Program and the needs of migrant students?

	Name	Title (If Applicable)	Telephone # (or Address)
a.			
b.			
c.			
d.			

G. Other Contact Information

26. What are the names (and other contact information) of several MEP teachers, regular classroom teachers, principals, vice-principals, counselors, recruiters, etc. who are particularly knowledgeable about the migrant student population and the local Migrant Education Program?

	Name	Title	Contact Information
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			

SECTION II: School Personnel

Project ID# ____________________ Interviewer ID# ____________________

Date of Interview ☐☐ ☐☐ ☐☐

Interviewee: Name ______________________________

Title ______________________________

Address ______________________________

____

Telephone No. (   ) ________________________

INTERVIEWING RESULT CODES (CIRCLE ONE)
Interview Complete................01
Partially Complete (Breakoff).....02
Unable to Contact Respondent......03
Refused...........................04
Other (Specify)...................05

A. Service Priorities

1. Concerning the currently migratory students (categories 1, 2, 4, and 5) enrolled in the school district(s) served by this project, and how they compare with non-migrant students served by other compensatory programs:

   a. Are the educational needs of the currently migratory students any different?

      Yes, they have much greater needs........1
      Yes, they have somewhat greater needs....2
      No, the needs are about the same.........3
      Yes, they have somewhat less needs.......4
      Yes, they have much less needs...........5

   b. In what ways do the needs differ? ______________________________

      ____

      ____

      ____

2. Concerning the formerly migratory students (categories 3 and 6) enrolled in the school district(s) served by this project, and how they compare with non-migrant students served by other compensatory programs:

   a. Are the educational needs of the formerly migratory students any different?

      Yes, they have much greater needs........1
      Yes, they have somewhat greater needs....2
      No, the needs are about the same.........3
      Yes, they have somewhat less needs.......4
      Yes, they have much less needs...........5

   b. In what ways do the needs differ? ______________________________

      ____

      ____

      ____

3. On a one-to-five scale, how adequate do you consider the MEP services in this project to be?

   a. (Not at all adequate) 1........2........3........4........5 (Completely adequate)

   b. IF OTHER THAN "COMPLETELY ADEQUATE" (5): How do you consider the services to be inadequate?

      ____

      ____

      ____

   c. How do you think the services could be improved? ______________________________

      ____

      ____

4. Are there any local or state policies or practices (or other factors) that tend to limit the participation of your migrant students in other school programs for which they should be eligible (e.g., regular Chapter 1, Vocational education, Special Education, gifted/talented programs, other compensatory programs)?

   a. No.....1
      Yes....2

b. IF YES: What are these programs and what are the factors that limit participation of migrant students? ______________________________

____

____

____

____

B. Communications

5. When a migrant student enrolls in this school district or project for the first time, how do the school or project personnel get the information they need to determine the following?

a. At what grade level the student should be placed. ____________________

____

____

____

b. What, if any, compensatory education the student needs. ____________

____

____

____

c. What instruction the student received at his/her last school.

____

____

____

d. What, if any, health and other support services the student needs.

____

____

____

e. What health and other support services the student received at his/her last school. ____

____

____

f. For an older student, what credits toward graduation he/she needs to earn. ____________________

____

____

6. On a one-to-five scale, how adequate is your current method of communicating with "sending" MEP projects?

a. (Not at all adequate) 1........2........3........4........5 (Completely adequate)

b. IF OTHER THAN "COMPLETELY ADEQUATE" (5): How is it considered to be inadequate? ____________________

____

____

____

c. How might these communications be improved? ____________________

____

____

____

7. When a migrant student leaves this school district or project, how do the school or project personnel provide information about the student to the "receiving" school district or project? ____________________

____

____

____

____

8. On a one-to-five scale, how adequate is your current method of communicating with "receiving" MEP projects?

a. (Not at all adequate) 1........2........3........4........5 (Completely adequate)

b. IF OTHER THAN "COMPLETELY ADEQUATE" (5): How is it considered to be inadequate? ______________________________

c. How might these communications be improved? ______________________________

C. Policies/Practices

9. Are there any changes that you think should be made at the local, state, or federal levels to make the Migrant Education Program more effective?

a. No.........1
Yes........2

b. IF YES: What changes do you suggest? ______________________________

10. Are there any local, state, or federal initiatives that you think are particularly effective and should not be changed?

a. No.........1
Yes........2

662

b. IF YES: What are these particularly effective local, state, or federal initiatives? ______________________________

____

____

____

____

D. Other Comments

11. Is there anything else that you think is important for us to note about MEP service provision or needs?

a. MEP service provision. ______________________________

____

____

____

b. MEP needs. ______________________________________

____

____

____

SECTION III: Interviews with Representatives of Parent Groups

Project ID# ____________________ Interviewer ID# ____________________

Date of Interview ☐☐ ☐☐ ☐☐

Interviewee: Name ______________________________

Title ______________________________

Address ______________________________

____

Telephone No. ( ) ______________________________

INTERVIEWING RESULT CODES (CIRCLE ONE)
Interview Complete................01
Partially Complete (Breakoff).....02
Unable to Contact Respondent......03
Refused...........................04
Other (Specify)...................05

A. Parental Participation

1. Do you know about the local Migrant Parent Advisory Committee for this Migrant Education Program?

a. 1....No
2....Yes

b. IF YES: How often does the Committee meet? ____________________

c. IF YES: What kind of things does the Committee do? ____________________

____

____

____

2. Do you think migrant parents have enough say-so about how the Migrant Education Program is operated?

a. 1....No
2....Yes

b. IF NO: What do you think should be done differently? ______________

____

____

____

3. How do you think the Migrant Education Program project could do a better job of getting parents involved with their children's education? ________

____

____

____

4. What factors in the community do you think make it easy for migrant parents to help with their children's education? ______________

____

____

____

5. What factors in the community do you think make it difficult for migrant parents to help with their children's education? ______________

____

____

____

6. Do you know of things that migrant parents have been able to accomplish by working with the local Migrant Education Program?

a. 1....No
2....Yes

b. IF YES: What are some of the things that have been accomplished?

____

____

____

B. Migrant Education Program Accomplishments and Needs

7. On a one-to-five scale, how adequate do you consider the current Migrant Education Program services to be?

a. (Not at all adequate) 1........2........3........4........5 (Completely adequate)

b. IF OTHER THAN "COMPLETELY ADEQUATE" (5): How do you consider the services to be inadequate? ______________________

8. How do you think the services could be improved? ______________________

9. What things do you think the local Migrant Education Program does particularly well? ______________________

SECTION IV: Interviews With Other Service Delivery Personnel

Project ID# ____________________ Interviewer ID# ____________________

Date of Interview ☐☐ ☐☐ ☐☐

Interviewee: Name ______________________________

Title ______________________________

Address ______________________________

____

Telephone No. ( ) ______________________________

INTERVIEWING RESULT CODES (CIRCLE ONE)
Interview Complete................01
Partially Complete (Breakoff).....02
Unable to Contact Respondent......03
Refused...........................04
Other (Specify)...................05

A. Agency Characteristics

1. What types of services does this agency provide to migrant children?

____

____

____

2. About how many migrant children have you served in the past year? ______

B. Service Coordination

3. How good a job do you think the local Migrant Education Program does in coordinating services to migrant students with this agency?

a. (Very poor) (Very Good)
1........2........3........4........5

b. What do you think they should be doing better or differently?

____

____

____

4. How good a job do you think the local Migrant Education Program does in coordinating service to migrant students with other agencies?

a. (Very poor) (Very Good)
1........2........3........4........5

b. What do you think they should be doing better or differently?

____

____

____

C. Migrant Education Program Accomplishments and Needs

5. On a one-to-five scale, how adequate do you consider the current local Migrant Education Program services to be?

a. (Not at all adequate) (Completely adequate)
1........2........3........4........5

b. IF OTHER THAN "COMPLETELY ADEQUATE" (5): How do you consider the services to be inadequate? ______________________________

____

____

____

c. How do you think the services could be improved? ______________________________

____

____

____

6. What things do you think the local Migrant Education Program does particularly well? ______________________________

____

____

668

SECTION V: Interviewer Perceptions

1. General community description (e.g., geographical size and population of the project/school district service area, urbanicity, employment base and general economic status of the community). ______________________________

2. General migrant project organization description (e.g., nature of project sponsorship and general roles of any other organizations in the organizational chain, relationship between the migrant project and the local school system, organizational positions/job responsibilities of primary contact persons, staff commitment and training). ____________

3. Migrant project service offerings (e.g., number of and types of locations where services are offered, any information not covered by the local Project Questionnaire regarding the general types of instructional and support services offered, the methods of delivery of services, general characteristics [e.g., ethnicity, language, educational level] of the service delivery staff, perception of appropriateness and adequacy of service offerings).

4. Student characteristics (e.g., general educational level/economic level of students in the project's service area, extent to which characteristics of the migrant population appear to be different from those of the general student population, perception of general community attitude toward migrants and migrant students).

5. Recruitment practices and outcomes (e.g., perception regarding the thoroughness of the recruitment activities, any evidence of bias in recruitment practices).

6. Community participation (e.g., perception of nature and extent of parental participation, perception of coordination of migrant project activities with other community agencies/organizations). ______________________

7. Any evidence of exemplary practices? ______________________

8. Any evidence of inappropriate practices? ______________________

671

Office of Planning,
Budget, and
Evaluation

US Dept. of Education
Washington, DC 20202

Form Approved
OMB No. 1875-0036
Expiration Date: 9/91

A Descriptive Study of the Chapter 1 Migrant Education Program

Basic Student Form

Place label here

Final Result Code: ______________

All information which would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey and will not be disclosed or released to others for any purpose except as required by law. This survey is authorized by law (P.L. 100-297, Section 1452). While participation in the study is voluntary, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Public reporting burden for this collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1875-NEW, Washington, D.C. 20503.

Date Completed

____

School Name: ____________________

Location: ____________________

Field Assistant Name: ____________________ ID# __________

Result Codes:

- 01 – Complete
- 02 – No Student Records at Site
- 03 – Partially Complete
- 04 – Refused
- 05 – Ineligible
- 06 – Other *(Specify)* ____________________

Source Codes:

- 01 – MSRTS Records
- 02 – Student Records
- 03 – Migrant Records
- 04 – Migrant Teacher *(or Other Migrant Staff)*
- 05 – Teacher (Non-Migrant)
- 06 – School Staff (Non-Migrant)
- 07 – School List
- 08 – Other *(Specify)* ____________________

Notes (Date each note)

Source(s):

1. **Student's birth date:** ☐☐ Month ☐☐ Day ☐☐ Year ________

Age as of March 1, 1990, for regular school year projects: ________

or

Age as of July 1, 1990, for summer term projects: ________

2. **Sex:** ________

Male 1
Female 2

3. **Race/Ethnicity:** ________

American Indian or Alaskan Native 1
Asian or Pacific Islander 2
Black, not of Hispanic origin 3
Hispanic 4
White, not of Hispanic origin 5

4. **Country of birth:** ________

USA (other than Puerto Rico) 1
Puerto Rico 2
Mexico 3
Cuba 4
Other 5
*(Specify)*________________________________

5. **Grade level:** ________

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 Ungr

6. **Migrant status:** ________

a. Currently migrant (Category 1, 2, 4, or 6) 1
   Formerly migrant (Category 3 or 6) 2

b. If currently migrant:
   Interstate migrant (Category 1 or 4) 1
   Intrastate migrant (Category 2 or 5) 2

Source(s):

7. **Date of last qualifying move (for migrant status)** ☐☐ ☐☐ ☐☐
Month Day Year
______

8. a. **Date of student's latest enrollment in this school/project:** ☐☐ ☐☐ ☐☐
Month Day Year
______

b. **Date of student's latest attendance in this school/project:** ☐☐ ☐☐ ☐☐
Month Day Year
______

9. **Number of days absent during this regular school year or summer term:**
______ days out of ______
______

10. **Eligible for regular Chapter 1?**
No 1
Yes 2
______

11. **Eligible for free or reduced-price meals?**
No 1
Yes 2
______

12. **Eligible for gifted/talented?**
No 1
Yes 2
______

13. a. **Is this student handicapped?**
No 1
Yes 2
______

b. **If "Yes," circle handicapping condition: (Circle all that apply)**
______
Mentally retarded 1
Hard of hearing 2
Deaf 3
Speech impaired 4
Visually handicapped 5
Seriously emotionally disturbed 6
Orthopedically impaired 7
Other health impaired 8
Specific learning disability 9

Source(s):

14. Oral English proficiency: (Circle only one)

Does not speak or understand English 1

Understands some fundamental English but speaks English only a little if at all 2

Speaks and understands fundamental English well enough for elementary conversations, but lack of fluency interferes with classroom work 3

Speaks broken but easily understood English and understands most of what is said in English; and lack of fluency interferes little if at all with classroom work . . . 4

Has reasonable command of the English language for this age level 5

15. Behavioral problems: (Circle only one)

Has minimal, if any, behavioral problems that impact on his/her participation in learning activities 1

Has relatively normal behavioral problems that occasionally impact on his/her learning activities 2

Has severe behavioral problems that greatly limit his/her participation in learning activities 3

16. Achievement level:

	Reading	Other Language Arts	Mathematics
a. NCE scores:	________	________	________
Testing date:	________	________	________
Name of test:	________	________	________
b. Achievement test scores:	________	________	________
Testing date:	________	________	________
Name of test:	________	________	________
c. Grade equivalents:	________	________	________
Testing date:	________	________	________
Name of test:	________	________	________
d. Teacher judgments*:			
(1) 75th percentile or above	1	1	1
(2) 50th to 74th percentile	2	2	2
(3) 35th to 49th percentile	3	3	3
(4) Below 35th percentile	4	4	4

*How teacher thinks the student would test if tested using a standardized achievement test.

Source(s):

17. **Number of hours per week, and number of weeks, that this student has been (and is expected to be) provided with each of the following MEP-funded instructional services during this regular school year or summer term. (Assume, for purposes of this item, that student will be enrolled and in attendance for the full regular or summer term.)**

Instructional Service	**Hours per Week**	**Weeks per Year/Term**
a. Reading	________	________
b. Other language arts	________	________
c. Mathematics	________	________
d. Science	________	________
e. Social science	________	________
f. Vocational/career	________	________
g. Cultural enrichment	________	________
h. Preschool training	________	________
Other MEP-funded instruction *(Specify)*		
i. ________________	________	________
j. ________________	________	________
k. ________________	________	________

18. **For each of the instructional categories for which data were entered in Item 17 (above), indicate the *primary* method of delivery of MEP-funded instruction to this student, and the average teacher- and/or aide-to-migrant student ratio.**

(Circle only one number on each line that is applicable. If "5" is circled, be sure to specify primary method of delivery.)

Instructional Service	**Intact Class-Room**	**Pull-out Class**	**Aide in Class-room**	**Extended Day/Week**	**Other *(Specify)***	**Teacher/ Aide-to Pupil Ratio**
a. Reading	1	2	3	4	5 __________	one to ____
b. Other language arts	1	2	3	4	5 __________	one to ____
c. Mathematics	1	2	3	4	5 __________	one to ____
d. Science	1	2	3	4	5 __________	one to ____
e. Social science	1	2	3	4	5 __________	one to ____
f. Vocational/career	1	2	3	4	5 __________	one to ____

Source(s):

18. (continued)

	Instructional Service	Intact Class-Room	Pull-out Class	Aide In Class-room	Extended Day/Week	Other *(Specify)*	Teacher/ Aide-to Pupil Ratio
g.	Cultural enrichment	1	2	3	4	5 ________	one to ____
h.	Preschool training	1	2	3	4	5 ________	one to ____
	Other MEP-funded instruction *(Specify)*						
i.	________	1	2	3	4	5 ________	one to ____
j.	________	1	2	3	4	5 ________	one to ____
k.	________	1	2	3	4	5 ________	one to ____

19. Indicate what, if any, school activities this student misses while receiving MEP-funded instruction: ____

____

____

____

20. What MEP-funded support services are provided to this student during this regular school year or summer term? (Circle all that apply.)

Medical screening or treatment	1
Dental screening or treatment	2
Meals	3
Clothing	4
Transportation	5
Home-school liaison	6
Day care	7
Guidance or counseling	8
Other MEP-funded support services *(Specify)*	
________________________	9
________________________	10

Source(s):

21. Enter the number of hours per week, and number of weeks per term, that this student has been (and is expected to be) provided with each of the following *compensatory* instructional services (*other than* MEP-funded) during this regular school year or summer term. (Assume, for purposes of this item, that student will be enrolled and in attendance for the full regular school year or summer term.)

Instructional Service	**Hours per Week**	**Weeks per Year/Term**
a. Federally funded bilingual	______	______
b. State or locally bilingual	______	______
c. Other federally funded instruction in reading or other language arts	______	______
d. Other state or locally funded instruction in reading or other language arts	______	______
e. Other federally funded instruction in mathematics	______	______
f. Other state or locally funded instruction in mathematics	______	______

22. What support services (*other than* MEP-funded) are provided to this student during this regular school year or summer term? (Circle all that apply.)

Medical screening or treatment	1
Dental screening or treatment	2
Meals	3
Clothing	4
Transportation	5
Home-school liaison	6
Day care	7
Guidance or counseling	8

Other non-MEP-funded support services *(Specify)*

______________________ 9

______________________ 10

Source(s): ________

23. What programs (other than MEP-funded and regular school programs) provided services to this student during this regular school year or summer term? (Circle all that apply.)

Title VII (bilingual) 1
Chapter 1 (other than Migrant) 2
Special education (for handicapped) 3
Gifted/talented program 4
Head Start 5
Migrant Health Centers 6
HEP/CAMP 7

Private or community organizations *(Specify)* 8
Organization: ________________
Type of service: ________________

Organization: ________________
Type of service: ________________

Other *(Specify)* 9
Program: ________________
Type of service: ________________

Program: ________________
Type of service: ________________

24. Parental involvement:

a. How many times have one or both of student's parents (or guardians) met with at least one of student's teachers or aides during this regular school year or summer term? ________

b. Do one or both of student's parents (or guardians) currently serve on a school/project advisory panel?
No 1
Yes 2

c. Are there any other indicators of parental participation/involvement?
No 1
Yes 2

If "yes," *specify*: ________________________________
____
____
____

Outline for State-Level Intensive Case Study Reports

I. Background Information

  A. Crops

  B. Migrant Stream

  C. Characteristics of Migrant Students
    1. Number Identified
    2. Number Served
    3. Ethnicity
    4. Migrant Status
    5. Recent Changes in Migrant Student Characteristics

II. Organization of State MEP

  A. Organizational Location of MEP in SEA

  B. Total MEP Grant Amount

  C. MEP Projects within the State
    1. State-Operated Projects
    2. Subgrants to LEAs
    3. Subgrants to Others

  D. Selecting Subgrantees
    1. State Service Priorities
    2. Minimum Number of Students
    3. Other Factors

  E. Funding Formula for Awarding Subgrants

III. Functions of State MEP

  A. MSRTS

  B. Identification and Recruitment

  C. Cross-Project Coordination

  D. Technical Assistance

  E. Direct Services to Students

  F. Monitoring

  G. Other

Outline for Local Project Intensive Case Study Reports

I. Introduction

   A. Description of Project Setting
      1. Stream
      2. Crops - Seasons
      3. State organizational structure (e.g., co-op)
      4. Sending/Receiving State
      5. Size/Urbanicity
      6. Why approved/funded by state?
      7. When initiated? (Any breaks?)

   B. Overview of Project
      1. Number of Schools/types of schools
      2. Number of students - migrant status category
      3. Grades served
      4. Subjects offered
      5. Supporting services offered

II. Students/Targeting

   A. Characteristics (by served vs. enrolled, and by active vs. settled-out status)
      1. Grade/Age (Age to grade compare with non-MEP?)
      2. Ethnicity/Race/National Origin
      3. Special populations: G/T, LEP, Spec. Ed., other
      4. How have characteristics changed in last decade?

   B. Identification and Recruitment
      1. Staff/organizational location
      2. Standard procedures and schedules
      3. Exceptional procedures (when/why used?)
      4. Current patterns of migration and effect on I&R
      5. Changes in migration patterns and effect on I&R

   C. Needs Assessments (Project-wide)
      1. Staff/organizational location
      2. Procedures
      3. Formal purposes/other uses
      4. What needs are highlighted for which students?
      5. How identified needs of MEP students differ from needs of other students

III. Program Services/Coordination/Communications

   A. Rationale for instructional/support services
      1. Needs assessment:services linkage
      2. Services to active vs. settled-out
      3. Intensity of MEP services
      4. Uniqueness of MEP services
      5. Role of state, LEA, etc. in determining what services will be made available, in what amounts, to which students

- B. Parent/Community Involvement(In instructional activities)
    - 1. Objectives
    - 2. Outreach
        - a. Procedures
        - b. Effectiveness
    - 3. Parental activities
        - a. Types of activities
        - b. Frequency of activities
        - c. Proportions of migrant students affected
    - 4. Community social/cultural activities
        - a. Types of activities
        - b. Frequencies
        - c. Proportion of migrant students affected

- C. Services Coordination--within district
    - 1. Instructional services
        - a. Consistency/fragmentation of instruction
        - b. Other categorical programs
        - c. Articulation between educational levels
        - d. Drop out programs and HEP/CAMP
    - 2. Support services--interagency coordination
    - 3. Role of private or community-based organizations

- D. Services coordination--between districts
    - 1. Standards for students (e.g., credit accrual)
    - 2. Procedures for inter-project coordination

- E. Communications
    - 1. Between sending and receiving projects
        - a. Most frequently used methods
        - b. Exceptional methods, when and why?
        - c. Effects of changing migration patterns?
        - d. Intrastate vs. interstate
    - 2. Within local district (between MEP and other education and/or social service programs)
        - a. Role of advocacy groups, parents, councils
        - b. Between project and region/state/etc.
    - 3. Perceived utility and timeliness of MSRTS data?

IV. Expenditures

- A. Sources and levels of funds
    - 1. MEP funds
    - 2. Chapter 1 administrative set-aside
    - 3. Carryover
        - a. Amount
        - b. Rationale

- B. Funding Priorities
    - 1. Expenditure proportions
        - a. Instructional Services
        - b. Support services
        - c. I&R
        - d. Administration

- 2. Levels of funding for local projects
  - a. How determined
  - b. How stable

- C. Per pupil expenditures for MEP
  - 1. Instructional and support services
  - 2. All MEP expenditures
  - 3. Compared to other categorical programs
  - [4. Compared to total per pupil expenditures in district

- D. Program Overhead (Not Section 1203 expenditures)
  - 1. Costs of intrastate and interstate coordination
  - 2. Costs of MSRTS

V. Administration

- A. Organizational framework
  - 1. Structure (organizational chart)
    - a. Types of staff (at least some MEP funding)
      - (1) Numbers and FTEs
      - (2) Extent funded by program
    - b. Other staff (no MEP funding)
      - (1) Roles/positions
      - (2) Numbers and FTEs
      - (3) Relationship to program
  - 2. Extent of local autonomy
    - a. Operating agency
      - (1) Who does it report to?
      - (2) Frequency of oversight/monitoring visits
      - (3) Purposes of oversight/monitoring visits
      - (4) Reporting (frequency,topics,formality)
      - (5) Who makes final decisions in terms of:
        - (a) Overall design (grades/schools, etc)
        - (b) Instructional services
        - (c) Support services
        - (d) I&R
        - (e) Intrastate/interstate coordination
    - b. School-level (where appropriate)
      - (1) Who it report to
      - (2) Frequency of oversight/monitoring visits
      - (3) Purposes of oversight/monitoring visits
      - (4) Reporting (frequency,topics,formality)
      - (5) Who makes final decisions in terms of -
        - (a) Overall design (grades/schools, etc)
        - (b) Instructional services
        - (c) Support services
        - (d) I&R

- B. Support from State/Region/other unit
  - 1. Technical assistance and training
    - a. Topics
    - b. Frequency
    - c. Perceived utility

2. Other support
    a. I&R
    b. Applications and other reporting
    c. MSRTS and other coordination
        (1) Uses made of MSRTS data
        (2) Perceived utility of MSRTS data
3. Perception of extent to which SEA/Region:
    a. Meets its current responsibilities
    b. Should meet other responsibilities

C. Parent Advisory Council
    1. Roles/duties
    2. Membership
        a. How selected
        b. Numbers and characteristics
        c. Taining/other support given PAC
    3. Frequency of meeting
        a. When most recent meeting?
        b. Topic most recent meeting?
        c. Attendance most recent meeting?
    4. Other administrative parent involvement

Appendix C

Details of Data Preparation

Appendix C

Details of Data Preparation

Page

1. Weighting and Instrument Nonresponse Adjustments..............C-1
2. Data Clean-Up..C-7
3. Coding of Open-Ended Items.................................C-8
4. Aggregation of Multiple-Response SORF Data.................C-9
5. Treatment of Item Nonresponse..............................C-11
6. Checks on Data Quality.....................................C-14

Appendix C
Details of Data Preparation

This appendix provides details of the various data preparation activities required to prepare the collected study data for analysis. These activities included weighting of the data and making instrument nonresponse adjustments, performing data clean-up, coding of open-ended items, aggregating multiple-response SORF data, treating item nonresponse, and performing checks on data quality. Each of these activities is discussed separately below. A description of the primary data sources for the study are provided in Exhibit C.1.

1. Weighting of the Data and Making Instrument Nonresponse Adjustments

This subsection describes the computing of analysis weights to properly reflect each survey respondent's probability of selection and to make adjustments for nonresponse.

Initial project sampling weights (for the LPQR sample and LPQS sample) were computed as follows. Sampling weights were computed for each of the fifteen sample states as the inverse of the state's selection probability. Project-level sampling weights then were computed as the product of the state weight and the inverse of the probability of selection for the project within the given state. For the initial weights for the subsamples of projects selected for on-site data collection; i.e., the SORF samples, two additional factors were applied. The first factor accounted for the fact that the initial potential on-site data collection samples were subsamples of the LPQR and LPQS samples.[1] The second factor accounted for the fact that the the final samples were subsamples of the initial potential sites.

---

[1] To ensure a total of 150 sites for on-site data collection (90 regular school year projects and 60 summer-term projects), initial subsamples of 150 regular school year projects and 100 summer-term projects were selected and asked to participate in the on-site data collection activity. The final selection of sites was a sample of those sites that agreed to participate.

Exhibit C.1
Descriptions of Primary Data Sources

Instrument Used	Primary Data Sources	Sample Size	Data Collection Method	Nature of the Collected Data	Primary Intended Use of the Data
State Program Questionnaire (SPQ)	State Directors of Migrant Education	51 (49 states, with Hawaii excepted, plus the District of Columbia and Puerto Rico)	Self-administered mail questionnaire	How MEP is organized, staffed, operated, and coordinated (logistically and fiscally) at the state level	Provide descriptive data regarding state-level policies, practices, and service provision
Local Project Questionnaire (Regular School Year) (LPQR)	MEP Directors of regular school year projects	300 regular school projects in 15 states	Self-administered mail questionnaire	General characteristics of the student populations, the nature and extent of MEP service delivery, and local staffing and funding	Provide data for national estimates of characteristics of local projects, their staff, and their clients
Local Project Questionnaire (Summer Term) (LPQS)	MEP Directors of summer-term projects	200 summer-term projects in 15 states	Self-administered mail questionnaire	General characteristics of the student populations, the nature and extent of MEP service delivery, and local staffing and funding	Provide data for national estimates of characteristics of local projects, their staff, and their clients
Site Observation Record Form (SORF)	MEP Directors of local projects, school and community agency personnel, and representatives of parent groups	150 of the 500 projects from which LPQR and LPQS data were collected (89 regular school year and 61 summer-term projects	Interviews with project, school, and community agency staff, and representatives of parent groups	Qualitative information on local service provision, communications regarding student needs and services, recruitment activities, the nature and extent of parental participation, and the characteristics of the students served	Provide descriptive data regarding local perceptions of service provision and characteristics of the students served
Basic Student Form (BSF)	Student records and teachers of MEP students	3,220 MEP students in the 150 local projects in which SORF data were collected	Review of student records and interviews with school staff	Student-specific data regarding demographics, academic status, and need, migratory status, economic status, school enrollment and attendance patterns, parental involvement, and MEP and other compensatory services received	Provide data for national estimates of student characteristics, needs, and services received
Intensive Case Studies (ICS)	State and local personnel who were knowledgeable about MEP	6 states and 25 selected local projects in these states	Interviews with state-level MEP personnel and local personnel who were knowledgeable about MEP	Qualitative information to inform the survey findings, address major policy issues and examine the merits of potential explanatory variables	Permit tests of the convergent and divergent validity for the effects of otherwise unavailable information about practices in different service delivery models

BEST COPY AVAILABLE

Sampling weights for students took into consideration the selection of schools and students in the two sampling stages following the selection of sample projects. The student selection probability was the product of the selection probabilities for the corresponding project, school within project, and student within school. The student sampling weights then were computed as the product of the project weight and the inverse of the selection probability of the student within the given project. Because schools were selected with probabilities proportional to the number of participating students, and a fixed number of students selected from each school, the student weights were the same for all students in the same school. As with the LPQ and SORF samples, student weights were computed separately for the regular school year and summer-term surveys.

The initial weights discussed above were adjusted to compensate for the fact that data were not always collected from all units in the original samples; instrument response rates are show in Exhibit C.2. The specific procedures used in adjusting for instrument nonresponse involved apportioning the sampling weights of the nonrespondents (whether migrant projects of students) proportionally among the respondents who were in a category most like them. This procedure ensures appropriate totals in national estimates. Also, since there was a reasonable expectation that the aggregate values of responses for projects or students for whom data were not collected was different from the aggregate values of those for whom data were collected, adjustments in sampling weights were necessary. The nonresponse of an individual or a project to a data collection instrument is not a random or chance event, but rather may be related in some (unknown) way to the research issues under study. For cases where nonrespondents and respondents are expected to differ, spurious results could be obtained if one ignored nonrespondents or assigned their weights equally to all respondents. Thus, we employed a procedure that involved proportionally assigning the weights of nonrespondents to those of respondents who were most similar to them (i.e., in the same defined "weighting class"). In other words, we spread the weights of a nonrespondent (e.g., a small migrant project in a particular sampling stratum) across the other small responding projects in that same stratum. In this way, the weights are distributed on a theoretically-defensible basis and the adjustments enable the results of the respondents to the sample to "weight up" or be comparable to the national totals. A similar approach was taken

Exhibit C.2
Instrument Response Rates

Instruments	Sample Size	Number of Responses	Response Rate
SPQ	51	51	100%
LPQR	300	270	90%
LPQS	200	182	91%
SORF (Regular School Year)	90	89*	99%*
SORF (Summer Term)	62	61*	98%*
BSF (Regular School Year)	1,889	1,889	100%
BSF (Summer Term)	1,331	1,331	100%

---

* See Section 4 of this appendix for a discussion of the response rates for individual sections of the SORF and multiple responses to some sections of the SORF.

with instrument nonresponse at the individual student level, where the sampling weights of the nonresponding students are apportioned to the other students in that particular school within the migrant project.

Implicit in the weight adjustment process for instrument nonresponse is the identification of a "similar" group of respondents over which the nonrespondent weights may be distributed. In this study, nonresponse rates are relatively low (e.g., 9% for the LPQR) and respondents are present in all categories of states and project sizes for MEP projects, and in all categories of states, project sizes, projects and school locations for MEP students. Thus, it was possible to apportion sampling weights from nonrespondents in a particular group; e.g., a group of nonresponding projects in a particular weighting class, to the responding projects in the same group.

As an example, consider the instrument nonresponse adjustments applied to the LPQR. A total of 24 weighting classes were defined for this instrument, one each for 23 nonempty strata defined by state and project size, plus one stratum for three certainty state by stratum cells in which all projects were selected with certainty.

The distribution of weighting classes is presented in Exhibit C.3 for the different states sampled (n=15) and project sizes. Weighting class 24 represents the certainty stratum, and includes all projects in states 7 and 12 and all large projects in state 13. The weighting classes in the other state by project size cells (less those cells with no reported projects and the certainty cells previously discussed) are unitary weighting classes.

Exhibit C.3

Weighting Classes for the LPQR

	Project Size Weighting Classes	
State	Small	Large
1	1	14
2	11	22
3	2	15
4	12	23
5	10	21
6	3	16
7	24	24
8	7	19
9	5	17
10	--	13
11	9	--
12	24	24
13	4	24
14	8	20
15	6	18

Note: Table values are weighting classes; dashes represent empty weighting classes.

To adjust for instrument nonresponse, define $T^r(s)$ as the sum of unadjusted weights for responding projects in weighting class s; and define $T^n(s)$ as the sum of unadjusted weights for nonrespondents in the same weighting class. The total sum of unadjusted weights within the weighting class $T^+(s)$ is clearly equal to $T^r(s) + T^n(s)$. The weight sums for respondents and nonrespondents can be determined for the p projects in weighting classes as:

$$T^r(s) = \sum_{p=1}^{n(s)} R(sp)\, W(sp),$$

and

$$T^n(s) = \sum_{p=1}^{n(s)} [1-R(sp)]\, W(sp)$$

where

$W(sp)$ = the unadjusted sampling weight of MEP project, p, in weighting class, s,

$$R(sp) = \begin{cases} 1 & \text{if project p in weighting class s was a respondent,} \\ 0 & \text{otherwise,} \end{cases}$$

and

$n(s)$ = the number of projects in weighting class s.

Using the two weight totals within weighting class, the sampling weights of the nonresponding projects were allocated to the responding projects proportional to the respondent's unadjusted weights to give the (instrument nonresponse) adjusted weight, W'(sp), for individual MEP project p.

$$W'(sp) = R(sp)\, W(sp) \left[1 + \frac{T^n(s)}{T^r(s)} \right].$$

Note that the adjustment is undefined for any weighting classes s in which there are nonresponding projects but no respondents (and, thus, no group of projects across which to apportion the weights of nonresponding projects). However, when the respondent group does exist for a weighting class (as it did in all instances in this case), the sum of the instrument nonresponse adjusted weights = sum of unadjusted weights for all projects = sum of unadjusted weights for nonresponding and responding projects. This can be represented by:

$$\sum_{p=1}^{n(s)} W'(sp) = T^{r}(s) + T^{n}(s) = T^{+}(s) = \sum_{p=1}^{n(s)} W(sp).$$

The equations given are general and apply to any given adjustment of this type. Comparable instrument nonresponse adjustment procedures were applied to the other data collection instruments in the study (i.e., the SORF and BSF). The procedure at the individual student-level required a two-stage adjustment. First, adjustments (within student sample--summer term or regular school year term) were made for project refusal to allow record collection (which was equivalent to the project level adjustment implemented for Section 1 of the SORF). Specifically the weight of the nonresponding projects of those subsampled for onsite data collection were apportioned to responding projects within the same weighting class. As the second stage, weights of students for whom no data were available were apportioned across the other students in the same sample project and school sampled within that project. In both steps, the procedures used were identical to those defined above, the only difference was the definition of weighting class.

2. Data Clean-Up

The data clean-up operation on all of the study instrumentation included data receipt and scan editing, premachine (manual) editing and coding, and machine editing and imputation.

Data receipt and scan editing consisted of placing incoming survey instruments into batches and subjecting each batch to a scan edit to identify any missing, incomplete, or illegible responses to key questionnaire items. When such items were identified, telephone follow-up was initiated to the respondent site for information to complete or correct the incomplete or missing responses.

All data collection instruments then were edited and coded according to detailed edit specifications developed for each instrument. This involved examination of all instrument responses and entry of standard codes for missing, incomplete, and inappropriate data. This process also included manual coding of "other (specify)" and open-ended responses. These latter coding procedures are discussed in the next subsection.

While every effort was made in the previous data processing to ensure error-free data, some human errors by the coders/editors and unresolvable respondent error undoubtedly were reflected in the keyed and edited data. Thus, machine processing of the data was designed to ameliorate or, at the very least, identify, such problems. The basic steps of the machine processing included range checks, logical imputations, and skip pattern consistency checks.

Checks were performed on all data elements to ensure that all occurrences of the data elements were within prescribed ranges. Out-of-range data that could not be resolved by examination of hard copy records were recoded to a standard error code. A series of imputation was performed to provide more consistent data representation (e.g., force mutually exclusive and exhaustive percentages to sum to 100) and to reduce the amount of missing data for cases in which omissions logically could be interpreted in light of other responses. All involved data elements were flagged with an identifier to enable easy identification in later analyses. Skip pattern checks were performed to prescribe special codes for routing questions that were ambiguously answered with respect to responses provided to questions within the skip pattern and to inconsistencies between the response and the routing question.

3. Coding of Open-Ended Items

The various survey instruments used in the study contained numerous cases of (a) a space for an "other (specify)" entry at the end of a list of possible responses to a question and (b) space for an open-ended response to a question where possible responses to the question were not included as a part of the original questionnaire. These open-ended responses required coding to reduce the number of response categories to facilitate data handling, analysis, and reporting. This coding involved (a) developing small groups of distinct response categories that "matched" the open-ended responses to items in the various questionnaires, and (b) assigning each of the open-ended responses to the appropriate developed response category. Since each developed response category was given a numerical code number, each open-ended response thus was translated into a numerical code that contributed to efficient data entry and processing.

4. Aggregation of Multiple Response SORF Data

A total of 150 local MEP projects (89 regular school year projects and 61 summer-term projects) were visited during the course of the study for on-site data collection. This permitted interviews with local project directors (SORF Section I), school personnel (SORF Section II), representatives of parent groups (SORF Section III), and other service delivery personnel in the MEP projects" service areas (SORF Section IV). Since, as is shown in Exhibit C.4, many projects had more than one possible respondent for each section of the SORF, on-site data collectors frequently obtain multiple responses to a given section of the SORF from each project. Aggregation procedures were needed to collapse multiple responses for the various forms of the SORF into "analytically-appropriate" single responses per project. This was because selection probabilities (and, thus, weights) for interviewees could not be computed; rather, the data must be analyzed at the project level at which appropriate analytic weights were available. The following procedures were used to collapse these multiple records to a single record per site.

Exhibit C.4
SORF Instrument Response

- Section I (based on interviews with local coordinators and related personnel):
  Regular School Year = 106 responses with at least one response for each of the 89 visited regular school year projects.
  Summer Term = 68 responses with at least one response for each of the 61 visited summer-term projects.
- Section II (based on interviews with instructional staff and other school personnel):
  Regular School Year = 360 responses with at least one response for 86 of the 89 projects.
  Summer Term = 241 responses with at least one response for 60 of the 61 projects.
- Section III (based on interviews with parents or parent group representatives):
  Regular School Year = 163 responses with at least one response for 79 of the 89 projects.
  Summer Term = 90 responses with at least one from 46 of the 61 projects.

- Section IV (based on interviews with representatives of other service agencies or organizations):
  Regular School Year = 97 responses with at least one response for 53 of the 89 projects.
  Summer Term) = 53 responses with at least one from 27 of the 61 projects.

- Section V (field staff perceptions):
  Regular School Year = 89.
  Summer Term = 61.

Multiple responses to Section I of the SORF sometimes were given in projects where several individuals had some responsibility for overall MEP project operations. For example, one individual might be responsible for all compensatory programs while a subordinate might have responsibility for MEP only. In this case, Section I of the SORF might have been administered to both individuals. In such cases, for data analysis purposes, the MEP project director was selected as "primary respondent" with the other respondents classified as "secondary respondents." Analysis of Section I of the SORF proceeded using the data from the primary respondent as the project response. Where responses from the primary respondent were missing for a particular item, the response of the secondary respondent was used.

Multiple responses to Sections II, III, and IV of the SORF often had multiple respondents since projects often had several (a) teachers and other school staff who were knowledgeable about MEP (and, thus, were candidates for completing Section II of the SORF), (b) representatives of parent groups (and, thus were candidates for completing Section III of the SORF), and/or (c) representatives of other service delivery agencies (and, thus, were candidates for completing Section IV of the SORF). In these cases, determining primary and secondary respondents was not practical. Thus, all sets of responses to a particular section of the SORF for a particular project were treated as equal and the multiple data collapsed into a single data set by: (a) calculating project arithmetic means (among all cases with usable data) on all multiple response items such as Likert Scales or binary measures and (b) creating one "all that apply" variable for each coded open-ended item with multiple responses.

5. Treatment of Item Nonresponse

Even though a large proportion of questionnaires were returned by State and Local Program Administrators, there still remained another level of nonresponse (i.e., item nonresponse, or the failure or inability of the respondent to provide answers to one or more specific data elements). Many of the data collection procedures employed were intended to reduce this source of nonresponse (particularly the follow-up efforts for critical items in each questionnaire that were not answered). For example, when information was missing from a student's school record, we sought it from his/her teacher or other knowledgeable source for inclusion on the BSF. Nonetheless, a nontrivial amount of "item nonresponse" remains in the database. The extent of response to items in each study instrument is shown in Exhibit C.5. To address this potential for error, additional procedures were implemented to reduce the potential for bias from these nonresponses and to increase the power of subsequent analyses with the items.

Exhibit C.5
Number of Instrument Items, by Response Rate Category

Response Rate Category	Number of Instrument Items							
	SPQ	LPQR	LPQS	BSF	SORF I	SORF II	SORF 111	SORF IV
95% or More	32	26	20	27	31	13	8	1
90% to 95%	1	5	8	15	19	6	3	1
80% to 90%	0	3	1	4	5	5	3	3
Less than 80%	0	5	1	3	2	4	0	5
TOTAL	33	39	30	49	57	28	14	10

In cases for which the extent of item nonresponse was particularly large for a variable (i.e., greater than 25 percent), we believe it is advisable to exclude that variable from analysis (since attempted adjustments may compromise results to a large--but unknown--extent). We have noted in the text where these instances of nonresponse took place. On the other hand, when the extent of item nonresponse was small (less than 5 percent), then any sound adjustment technique will produce acceptable results. Item nonresponse in the intermediate range (5-25 percent)--the most commonly experienced range--requires deliberate consideration. We briefly discuss below the procedures we utilized with these instances of item nonresponse.

Our first strategy for addressing item nonresponse involved the common approach of replacing or imputing the missing or inconsistent data items according to specific predetermined rules. These procedures were designed to assign hypothetical, plausible values to the missing items on each instrument, thus resulting in an analysis data set that was both complete and simple to use.

In their most recent standards, the National Center for Education Statistics (1987) identifies acceptable imputation procedures "to ensure consistency of data over time and to ensure consistency of data before analysis." Recent advances in imputation methodology have generally solved some of the earlier problems experienced with imputation techniques; however, most of the basic problems of nonrandom missing data still remain. To appreciate some of the several available imputation approaches, and associated diversity of assumptions, see Rubin (1978), Tupek and Richardson (1978), Schieber (1978), Cox and Folsom (1978), and Kalton and Kasprzyk (1982).

We employed two different imputation procedures, with the actual imputation procedures employed dependent on the extent of the nonresponse and the nature of the nonresponding cases. The first procedure involved the logical imputation of data. In these cases, data were imputed for those items for which the missing response could be logically assumed from other responses (e.g., missing routing questions where the items within the skip pattern were completed). This was our first strategy. Next, we employed a "hot deck" imputation strategy (see e.g., Cox, 1980) in which the missing responses are determined stochastically from the (included) responses of other similar sample members. These two procedures are described more fully below.

a. Logical Imputation Procedures

In some cases, item nonresponse problems may be dealt with by invoking logical assumptions about the missing information, using other responses from the same respondent to guide the determination of a logically imputed value. This approach is so common in some of its uses, that it is frequently not considered. In its most common usage, blank data are assumed to be "Does Not Apply," or "No" in "Circle All That Apply" items (frequently invoked only when at least one valid response is provided to the set of item alternatives). An extension of this approach was applied to the large matrix counts of students in the LPQ instruments (see Exhibits III.3.a and III.3.b in the body of the report). For this application "blank" entries for counts were assumed to be zero (based on an assumption that was verified in a number of cases through the telephone call back operation). Other applications of fairly universally accepted logical imputation rules include a number of straightforward rational assumptions about missing data (e.g., items answered logically within a branching pattern generally suggest the answer to the branching item, if it is missing; writing something in the "other specify" space suggests that "other specify" was the appropriate response alternative.

b. Hot Deck Imputation Procedures

This method relies heavily on the marginal distributions of the other observations and is considered the most promising of such implementation procedures. This technique is especially useful if the variable being imputed is categorical (which is the case for most of the items for this study). That is, the imputed value will be one of the allowable values for the item. (In many multivariate procedures, the imputed values are not necessarily range preserving and a separate decision (random or deterministic) must be made for imputed values that are not allowable).

The following procedures were employed during our hot deck imputation of missing responses. First, the file of sample individual cases was divided into imputation classes chosen so that individual cases within a class were relatively homogenous with respect to survey responses for the item being imputed (e.g., LPQ and SORF imputation classes were determined by state and size of the district/project, while BSF imputation classes were defined by project, school, and student age and grade). Within each imputation class, the file then was sorted so that individuals were made proximate when they were similar with respect to the survey variables directly related to the item to be imputed. Each imputation class then was sequentially processed and whenever a nonrespondent to a particular item was encountered, the value from the last previously encountered respondent to that item was substituted for the nonrespondent's missing data item and appropriately flagged for identification.

6. Checks on Data Quality

Concerns regarding measurement errors (i.e., basic unreliability and/or invalidity of the collected data) have been addressed in a number of ways in this study. Measurement errors basically are misrepresentations of how survey subjects actually responded, intended to respond, or would (should) have responded (i.e., actuality) given appropriate motivation and understanding of the requested information. Errors in the database that misrepresent how the sample member responded are processing errors (e.g., mistranscriptions by interviewers, miscodings, and miskeyings of the provided data); the remaining two error types (omission and commission) on the part of the respondent) are respondent errors.

The best way to deal with processing errors is, of course, to reduce the likelihood of their occurrence; and we used a large number of procedures to minimize such errors: extensive training and quality control for field staff and computer control (for standardization) and quality control for coding, keying, and subsequent processing of all data collection instruments. We are confident that these procedures were effective in maintaining extremely low processing error rates.

Problems of responding errors (of omission or commission) on the part of respondents (i.e., misrepresentativeness of the response, or lack thereof, to the intended information request) are more difficult to address, since they represent departures from intended response or from actuality. Regardless of the level of resources devoted to a study, deliberate fabrications or inadvertent provision of incorrect responses that cannot be internally or externally validated will not be detected (thus providing some degree of error regardless of the survey method used). Inability to respond typically will be manifest in missing data, and we have outlined earlier our procedures for adjusting for instrument nonresponse and imputing for item nonresponse. We have, nonetheless, used a number of procedures to minimize this form of error. Concerns regarding invalid data resulting from misunderstanding directions or questions were addressed through preparing (with the help of pilot testing and past experience) as unambiguous instruments as was possible. Also, assurances of confidentiality provided fewer reasons for deliberate falsifications. Much of the collected data (BSF and SORF) were obtained by trained field staff who clearly understood the intent of the requested information and were able to make reasonably sure that respondents understood the requests. In addition, for 150 of the sites where LPQ data were obtained, the field staff reviewed the LPQ with the respondent to ensure an appropriate understanding of the questions and as an additional check on the accuracy and completeness of the responses. We also conducted item edits on all instruments to detect not only omissions but also internally inconsistent responses, and used follow-up procedures to resolve these inconsistencies.

In summary, we have taken all practical steps to minimize respondent error and have confidence in the basic integrity of the collected data. As further steps, we undertook several activities as additional checks on the quality of the data. These served the purpose of alerting users of the data regarding any data items for which respondent error was suspect, and provided additional assurances regarding the validity of findings based on the data.

In a number of instances, several of the data collection instruments asked for identical or related information. For example, Section I of the SORF solicited program and student information from project directors that, in several instances was similar to information solicited via Section II of the SORF from the school personnel. Also, Section II of the SORF solicited, in a number of cases, the same information from multiple school personnel. These permitted analyses of the extent of agreement or disagreement between source categories and among multiple cases of the same source category. Statistical comparisons of these items demonstrated no significant differences between the two respondent groups on any of the items.

Similarly, comparable data elements from the BSF was contrasted with information collected by MSRTS. Responses to items that were relatively stable over time (e.g., student descriptive information like date of birth, sex, race/ethnicity, country of birth, and migrant status) provided a high level of agreement.[2] Agreement between the various other data sources on site (e.g., student records, migrant records, interviews with teachers and non-instructional staff) and the MSRTS records on each student were quite high. Included during these comparisons were gender (95.6% agreement between data sources), race (88.8%), country of birth (100%), and migrant status (100%).

---

[2] Excluded from each MSRTS-BSF comparison were those BSF items with information collected on site from MSRTS sources.

One final check on data quality involved the comparison of student-level achievement information from two different sources. That is, the results of standardized achievement test results from the student sample were compared with teacher estimates of student achievement (BSF 16.a-16.d). Results from the standardized test results taken from student records were converted into national percentile rankings and compared with the judgment of each migrant student's teacher concerning "how the student would test if tested using a standardized achievement test."

Agreement between the teacher ratings and the standardized test results was quite high for currently migratory students on all testing areas (i.e., for Reading: $r=.67$, $p<.001$; for Other Language Arts: $r=.75$, $p<.001$; for Mathematics: $r=.67$, $p<.001$). Associations between achievement test results and teacher ratings were slightly lower for formerly migratory students. For the 3500 cases where data were available for comparing test data result categories with teacher judgment categories, there was complete agreement in 51 percent of the cases, the teacher underestimated the achievement level in 12 percent of the cases, and the teacher overestimated the achievement level in 37 percent of the cases. In cases of overestimation or underestimation, more than two-third of the differences were a difference of one category.

Appendix D

Forecast of Enrollment in the Migrant Education Program: 1991-2000

CONTENTS

Section Page

1. **Introduction and Overview** D-5

2. **Forecasting Methodology** D-7

    2.1 Changes in MEP Participation D-7

    2.2 The Forecasting Method D-9

3. **Description of the Data** D-11

    3.1 MEP Eligibility D-11

    3.2 Factors Affecting Retention Rates and New Participation D-12

        3.2.1 The Number of Migrant Farmworkers D-12
        3.2.2 Settling Out of Migrant Farmworkers D-14
        3.2.3 Changes in the Migrant Education Program D-15

    3.3 Data D-15

        3.3.1 Computing the Retention Rate D-16
        3.3.2 Computing New Participation D-17
        3.3.3 Number of Migrant Farmworkers D-18

4. **Forecast Implementation** D-21

    4.1 Quantitative Forecasting Techniques D-21

        4.1.1 Time-Series Models D-21
        4.1.2 Causal Models D-21

    4.2 Choice of Forecasting Technique D-22

    4.3 Computing the Forecast Using a Time-Series Model D-23

        4.3.1 Forecasting the Retention Rate D-23
        4.3.2 Forecasting New Participation D-24
        4.3.4 Forecasting MEP Enrollment D-25

706

CONTENTS (continued)

Section **Page**

4.4 Computing the Forecast Using a Causal Model D-27

4.4.1 Estimating Regression Equations for Retention Rates and New Participation D-28

4.4.2 Forecasting the Number of Hired Farmworkers D-28

4.4.3 Forecasting Retention Rates and New Participation in the Causal Model D-30

4.4.4 Computing MEP Enrollment Forecast with the Causal Model....D-31

5. Assumptions, Sensitivity, and Recommendations D-33

5.1 Assumptions....D-33

5.1.1 Specification Assumptions....D-33

5.1.2 Hired Farmworkers Forecasts Assumptions D-33

5.2 Sensitivity Analysis D-34

5.2.1 Aggregated vs. Total Forecasts....D-34

5.2.2 Sensitivity of Forecasts to Alternative Specifications....D-36

5.2.3 Sensitivity of MEP Enrollment Forecasts to Alternative Hired Farmworkers Forecast....D-37

5.3 Conclusions and Recommendations D-39

Attachment A Age-Specific MEP Enrollment Forecasts....A-1

Attachment B Data from the Migrant Student Record Transfer System (MSRTS) 1979-1990.... B-1

Attachment C Age-Specific Retention Rates and Number of New Participants....C-1

Attachment D Time-Series Model Forecasts of Age-Specific Retention Rates, New Participation, and MEP Enrollment....D-1

Attachment E Causal Model Forecasts of Age-Specific Retention Rates, New Participants, and MEP Enrollment E-1

707

EXHIBITS

Exhibit **Page**

1 MEP Enrollment: Actual and Forecast, 1979-2000 .... D-5

2 MEP Enrollment by Age Groups: Actual and Forecast, 1979-2000 .... D-6

3 Changes in MEP Participants Over Time D-7

4 One-Year Transition Matrix for Participation in the Migrant Education Program D-8

5 Agricultural Activity of Migrant Farmworkers D-13

6 Retention Rates for the MEP, 1979-1989 .... D-16

7 New Participation in the MEP, 1980-1990. .... D-17

8 Estimated Number of Migrant Farmworkers, 1970-1985 .... D-18

9 Number of Hired Farmworkers Counted in the Third Quarter Observation of the QALS, 1974-1990 .... D-20

10 Summary of Time-Series Forecasting Steps D-23

11 MEP Enrollment: Actual and Forecast, 1979-2000 .... D-26

12 MEP Enrollment: Actual and Forecast, 1979-2000 .... D-27

13 Summary of Causal Model Forecasting Steps D-27

14 The Number of Hired Farmworkers: Actual and Forecast, 1974-2000 .... D-29

15 The Number of Hired Farmworkers: Actual and Forecast, 1974-2000 .... D-30

16 MEP Enrollment: Actual and Forecast 1979-2000 (with time-series projections for the number of hired farmworkers) D-32

17 MEP Enrollment: Actual and Forecast 1979-2000 (with time-series projections for the number of hired farmworkers) D-32

18 20-Year Forecast of MEP Enrollment D-34

19 Methodological Differences in Computing Aggregated and MEP Total Forecasts D-35

EXHIBITS (CONTINUED)

Exhibit **Page**

20 Comparison of Aggregated Age-Specific and Total MEP Forecasts for MEP Enrollment in the Year 2000 .... D-35

21 Comparison of Forecasts Generated by Alternative Model Specifications D-36

22 Department of Labor Employment Projections for Farmworkers in the Year 2000 .... D-37

23 Forecast of the Number of Hired Farmworkers Using DOL Projections: Actual and Forecast, 1974-2000 .... D-38

24 Comparison of MEP Enrollment Forecasts Using Different Forecasts for Hired Farmworkers D-38

25 Aggregated Age-Specific MEP Enrollment: Actual and Forecast, 1979-2000 .... D-40

700

1. INTRODUCTION AND OVERVIEW

In this appendix we forecast the number of migrant children enrolled in the Migrant Education Program (MEP) for the years 1991 to 2000. We develop a conceptual model of how the number of children enrolled in the MEP changes over time, and then based on that framework, we develop our forecasting model. We implement this model on data from the Migrant Student Record Transfer System (MSRTS) for the years 1979 to 1990.

Exhibit 1 summarizes the actual and forecasted values of the number of migrant children enrolled in the MEP. Exhibit 2 plots the same data by the following age categories: 3 to 6, 7 to 12, 13 to 15, and 16 to 21. The data for these forecasts are included in this appendix as Attachment A.

The remainder of this appendix explains how we developed these forecasts. Section 2 presents the conceptual model, which describes how the number of migrant children enrolled in the MEP changes over time. Section 3 describes the data that are available to implement our conceptual model. As noted above, we draw heavily on data made available to us from the Migrant Student Record Transfer System. Section 4 develops the forecasts using the forecasting methodology presented in Section 2 and the data described in Section 3. We conclude in Section 5 by stating our assumptions and conducting a sensitivity analysis.

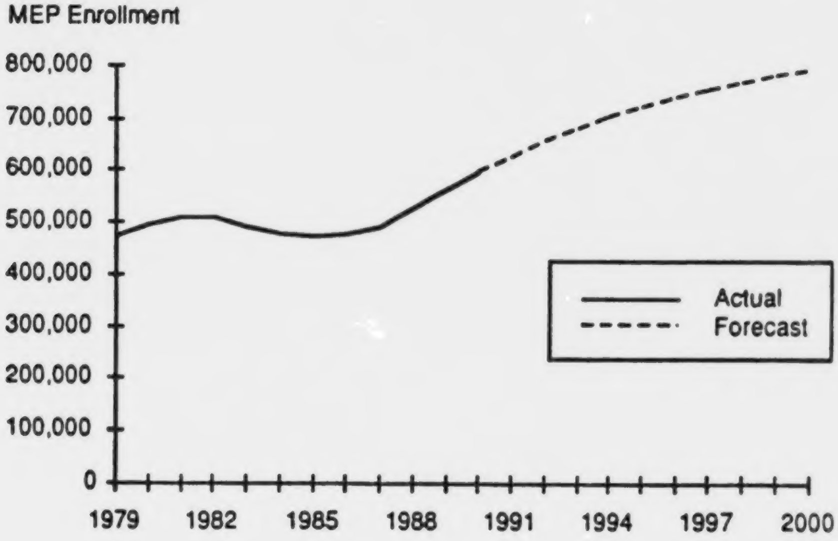


Exhibit 1. MEP Enrollment: Actual and Forecast, 1979-2000

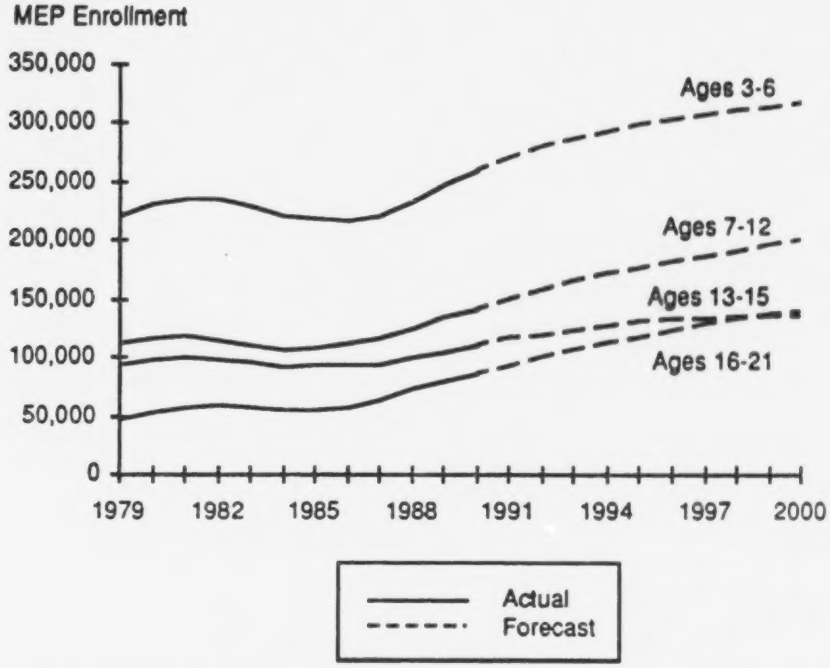


Exhibit 2. MEP Enrollment by Age Groups: Actual and Forecast, 1979-2000

2. FORECASTING METHODOLOGY

In this section we develop a methodology to forecast the number of children enrolled in the Migrant Education Program (MEP) in the year 2000. We first describe a model of how the number of children enrolled in the MEP changes over time, and then we develop a forecasting methodology based on that model.

2.1 CHANGES IN MEP PARTICIPATION

At any point in time, migrant children are either enrolled in the MEP or not enrolled in the MEP. Given their current enrollment status, migrant students can make one of the following transitions:

- leave the program,
- enter the program, and
- remain enrolled in the program in the following period.

The flow diagram in Exhibit 3 illustrates how the total number of MEP participants changes over time. For each year, MEP participation is determined by the number of children from the previous year who have remained in the program and the number of new children who enter the program.

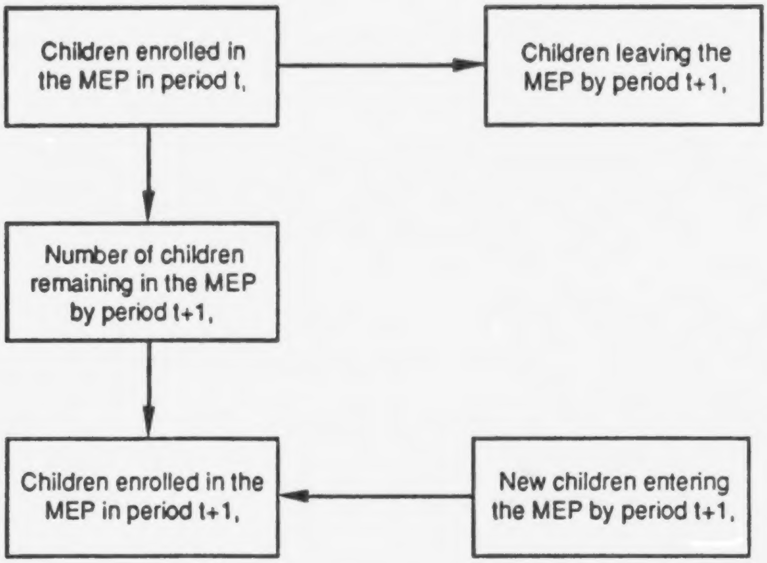

Children enrolled in the MEP in period t,
Children leaving the MEP by period t+1,
Number of children remaining in the MEP by period t+1,
Children enrolled in the MEP in period t+1,
New children entering the MEP by period t+1,

Exhibit 3. Changes in MEP Participants Over Time

Exhibit 4 is a transition matrix than can be used to track these transitions between any two time periods. In the exhibit, the migrant student population has been broken down into age categories. The upper left quadrant of the matrix describes the number of migrant students who remain in the program from one period to the next. The notation we use to describe this transition is $R_t^{i,i+1}$. For example, $R_t^{5,6}$ represents the number of five year olds participating in MEP in time t who also participate in MEP in time t+1 as six year olds.

Time t+1

Time t

Age	3	4	5	6	7	8	. . . . .	21	*Exit*
3		$R_t^{3,4}$							$E_t^{3,\,out}$
4			$R_t^{4,5}$						$E_t^{4,\,out}$
5				$R_t^{5,6}$					$E_t^{5,\,out}$
6					$R_t^{6,7}$				$E_t^{6,\,out}$
7						$R_t^{7,8}$			•
8							. . .		•
•								. . .	•
•									•
•									•
•									
•									
21									
Enter	$N_t^{3,\,in}$	$N_t^{4,\,in}$	$N_t^{5,\,in}$	$N_t^{6,\,in}$	. . . . .				▨

Exhibit 4. One-Year Transition Matrix for Participation in the Migrant Education Program

The right hand column of Exhibit 4 shows the number of students in each age group in period t that leave the MEP by period t+1. Hence $E_t^{3,out}$ indicates the number of three year olds in period t who leave the program and do not participate in period t+1 as four year olds. The bottom row of the matrix in Exhibit 4 represents the number of children in each age group that enter MEP by period t+1 but who were not in the MEP in period t. For example, $N_t^{6,in}$ represents the number of six year olds that participate in MEP in t+1 but were not participating as five year olds in period t.

From the numbers in the matrix, we calculated the retention rate, which we was used in our forecast. The retention rate is calculated by dividing the number of students retained in the MEP in period t+1 by the number of students enrolled in the MEP in period t. The retention rate was calculated for each age group. For example, the retention rate for five year olds in 1989, $R_{1989}^{5,6}$, is the proportion of five year olds in 1989 who remain in the MEP in 1990 as six year olds. In our empirical model, we allowed for the possibility that age-specific retention rates may change over time. We have adopted the notation of RRate for the *percentage* of children retained in the MEP and differentiate this from R_t, which refers to the *number* of children retained in the MEP.

2.2 THE FORECASTING METHOD

The forecast of total MEP enrollment in any future time period (M_t) is the sum of the forecasted number of children who remain in the program from the previous year and the forecasted number of new participants entering the program. Ignoring the age superscripts for ease of exposition, the following equation summarizes our forecast of MEP enrollment in period t+1 given actual MEP enrollment in period t:

$$\hat{M}_{t+1} = M_t\,(\widehat{RRate}_t) + \widehat{NewPart}_{t+1}$$

where

M_{t+1} = MEP enrollment in period t+1

M_t = MEP enrollment in period t

$RRate_t$ = Retention rate for MEP students in period t

$NewPart_{t+1}$ = Number of new MEP participants in period t+1

^ = forecasted value of variable

The first term on the right-hand side of the equation represents the forecast of the number of children remaining in the MEP program by t+1. It is determined by multiplying the number of students enrolled in the MEP in period t by the forecasted retention rate for period t. The second term represents the forecast of the number of new participants.

Given MEP enrollment in 1990 (the last period in our data set), the forecasted number of MEP enrollees in 1991 is given by

$$\hat{M}_{1991} = M_{1990}\,(\widehat{RRate}_{1990}) + \widehat{NewPart}_{1991}$$

The 1992 MEP enrollment forecast uses the 1991 MEP forecast and the forecasted retention rate for 1991 to predict the number of children remaining in the program:

$$\hat{M}_{1992} = M_{1991}\,(\widehat{RRate}_{1991}) + \widehat{NewPart}_{1992}$$

In a similar manner the forecasts for the years 1993 to 2000 are determined:

$$\begin{aligned}
\hat{M}_{1993} &= \hat{M}_{1992}\,(\widehat{RRate}_{1992}) + \widehat{NewPart}_{1993} \\
\hat{M}_{1994} &= \hat{M}_{1993}\,(\widehat{RRate}_{1993}) + \widehat{NewPart}_{1994} \\
\hat{M}_{1995} &= \hat{M}_{1994}\,(\widehat{RRate}_{1994}) + \widehat{NewPart}_{1995} \\
&\vdots \\
\hat{M}_{2000} &= \hat{M}_{1999}\,(\widehat{RRate}_{1999}) + \widehat{NewPart}_{2000}
\end{aligned}$$

Given the recursive structure of the forecasts, we require only forecasts of the percentage of children retained in the program (RRate) and the number of new participants (NewPart) to compute MEP enrollment forecasts. The next section reviews the data available to forecast retention rates and the number of new participants.

3. DESCRIPTION OF THE DATA

As described in the previous section, the forecast of the number of future MEP participants has three components: the number of migrant children participating in the MEP in the previous year, the forecasted retention rate, and the forecast of the number of new participants entering the program in the forecast year. Of these three components, only the retention rate and the number of new participants need to be forecasted. In this section, we present the data available to forecast these two components.

Because program retention and new participation are intimately tied to program eligibility, Section 3 begins by describing the eligibility requirements for participation in the MEP. We then describe the factors that may have influenced the retention rate and the number of new participants in the past and that also affect their future values. We then review the data available to quantify these relationships.

3.1 MEP ELIGIBILITY

Any migrant child between the ages of 3 and 21 is eligible to participate in the MEP. The Chapter 1 regulations define a migrant child as

> one whose parent or guardian is a migrant agricultural worker or a migratory fisher and who has moved from one school district to another during the previous 12 months for the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. (Cox et al., 1991)

Also eligible for MEP participation are formerly migrant children. To be classified as a formerly migrant child for MEP participation, the child must have been a current migrant child within the past five years, be living in an area served by a Chapter 1 migrant program, and have parental or guardian consent to be considered a migrant child (Cox et al., 1991). For the purposes of this analysis, we do not distinguish between a current migrant child and a formerly migrant child, only whether the child is enrolled or not enrolled in the MEP.

The Chapter 1 regulations stipulate that the MEP student's parent or guardian must be currently or previously employed as a migrant worker in either agriculture or fisheries. Data from the Migrant Student Record Transfer System (MSRTS) indicate that the vast majority of migrant students (95 percent in the 1989-90 school year) gain their MEP eligibility through their parents' or guardians' migrant employment in agriculture. Consequently, we have focused our data collection and analysis on those factors affecting migrant farmwork and other factors specifically relating to the MEP.

3.2 FACTORS AFFECTING RETENTION RATES AND NEW PARTICIPATION

As defined in the previous section, MEP retention rates are the percentages of migrant students who remain in the MEP from one year to the next. Retention rates are likely to be affected by factors related to the employment of the migrant child's guardian or parent as well as changes in the MEP itself. When migrant children become eligible to participate in the MEP, either for the first time or after a period of ineligibility, they are recorded as new participants for the purposes of this analysis. New participation is likely to be affected by the same factors as retention rates.

3.2.1 The Number of Migrant Farmworkers

Continuing enrollment of children in the MEP depends, at least in part, on their parents' continued employment as migrant workers. Thus, one factor likely to affect retention rates is employment of migrant workers. High retention rates are likely to be associated with a stable, unchanging migrant workforce. We expect that increases in the number of new migrant farmworkers will be associated with increases in the number of new MEP participants. However, because not all new migrant farmworkers are likely to have children and not all new migrant children are likely to participate, we expect less than a one to one relationship between the number of new migrant farmworkers and new participants in the MEP.

A brief review of relevant literature indicates that the number of migrant farmworkers depends on three factors:

- the demand for agricultural products involving migrant farmwork,
- mechanization of agriculture, and
- changes in immigration laws.

Exhibit 5 lists the crops and livestock commonly worked by migrant farmworkers. As the demand for these agricultural products increases or decreases, we expect a change in the level of production of these products and consequently a change in the amount of resources employed in producing these products. For example, an increase in the demand for fresh fruits or vegetables will likely stimulate an increase in the production of these foods, which in turn will increase the demand for production inputs, including migrant labor.

EXHIBIT 5. AGRICULTURAL ACTIVITY OF MIGRANT FARMWORKERS

Agricultural Activity	Percentage of Migrant Farmworkers
Vegetables or melons	16.5
Grains	16.0
Other field crops	11.4
Dairy	10.7
Other livestock	10.4
Fruit or tree nuts	8.1
Beef cattle	8.1
Other	7.5
Horticulture specialty	5.6
Tobacco	3.5
Cotton	2.2
Total	**100.0**

Source: Oliveira and Cox, 1988

A second factor affecting the number of migrant farmworkers is the degree to which machines can replace labor in agricultural activities. Because data on the replacement of farm labor by machines were not available specifically for migrant farmworkers, we collected data on total farm production and farm employment. According to data collected by the U.S. Department of Agriculture for the period 1945 to 1986, farm production increased 90 percent while total farm employment decreased 70 percent (Oliveira, 1989). Oliveira attributes part of the decrease in farm employment to increased mechanization of agriculture and other technological innovations over this time period.

A third factor affecting the number of migrant farmworkers is immigration law and policy and the degree to which the laws are enforced. Immigration laws influence the size of the agricultural workforce by controlling the number of foreign nationals permitted to enter the U.S. to do temporary farmwork. These laws and policies also shape the composition of the farm workforce by affecting the percentages of legal and illegal farmworkers, domestic and foreign farmworkers, and family and hired farmworkers.

Since the early 1900s, foreign nationals have entered the United States, both legally and illegally, to work on American farms. Specific provisions of immigration laws enacted over time have determined the environment in which foreign workers could be hired to work in agriculture. The legal hiring of foreign nationals to work on U.S. farms has been governed by the Immigration Act of 1917, the Immigration and Nationality Act of 1952, and the Immigration Reform and Control Act (IRCA) of 1986 (Oliveira, 1989).

IRCA allowed illegal aliens residing in the United States since January of 1982 to apply for amnesty and legal residency. A special provision allowed foreign nationals who had worked at least 90 days in seasonal agricultural services during the year ending in May of 1986 to apply for residency (Oliveira, 1989). The Act was also designed to decrease future illegal immigration by creating significant fines for employers who hired illegal aliens and by intensifying enforcement of immigration laws.

Legal residence in the United States is not a requirement to participate in the MEP. However, illegal migrant farmworkers may not participate in government-sponsored programs, such as MEP, because they fear that doing so would make their illegal residence known to the government and eventually lead to deportation.

Legalization and increased enforcement due to IRCA are likely to have affected the number of people counted as migrant farmworkers and their willingness to participate in the MEP. If legalization increases the number of legal migrant farmworkers in the U.S., MEP enrollment may increase. However, the consequences for MEP of increased enforcement are ambiguous. If increased enforcement leads to a decrease in the number of illegal aliens employed in migrant farmwork, two results may occur: an overall decrease may occur in migrant farmworkers, causing MEP participation to decrease; or farm owners may hire new legal migrant farmworkers to replace the illegal ones (who may be less likely to participate in MEP), causing MEP participation to increase.

Possibly increased enforcement does not change the number of illegal migrant farmworkers but rather changes their attitudes toward the government and its agents. If the enforcement of immigration laws is increased and illegal migrant farmworkers become more fearful of government agents and activities, illegal migrant workers may withdraw their children from the MEP, probably causing retention rates and new participation to decrease.

3.2.2 Settling Out of Migrant Farmworkers

One factor that may be strongly related to retention rates is the number of migrant farmworkers who settle out. Settling out refers to the action taken by a migrant farmworker when he or she no longer migrates for employment. The migrant child becomes ineligible to enroll in the MEP five years after settling out. We expect retention rates will decrease as the number of migrants settling out increases.

3.2.3 Changes in the Migrant Education Program

In 1988, MEP funding eligibility was expanded from ages 5 to 17 to ages 3 to 21. Previously, migrant children aged 3, 4, and 18 and above did participate in the MEP; however the state in which they resided did not receive any funding for these children. The change in eligible ages is likely to cause an increase in MEP retention for ages 3, 4, 18, 19, and 20 because state MEP organizations are likely to spend more resources on retaining students in these newly-funded age groups. We also expect an increase in the retention rate for age 17, because under the new program guidelines students will remain eligible into their 18th year and hence may be more likely to remain enrolled in the program. We do not expect a substantial change in retention rates for the other age groups, 5 to 16.

In response to the changes in MEP funding eligibility, we expect total new participation in the MEP to have increased beginning in 1988. Furthermore, we expect these increases in new participation to come primarily in the age groups added in 1988: ages 3, 4, 18, 19, 20, and 21.

3.3 DATA

In Section 2 we defined the variables labeled retention rate and new participants. In this section we show how these variables were calculated from the MSRTS data and describe the data for different age groups. In addition, we discuss the availability of data on the number of migrant farmworkers and the total number of hired farmworkers. We use farmworker data in our causal forecasting models of the number of new participants in the MEP.

The MSRTS data we received for the years 1979 to 1990 included two unduplicated counts for ages 3 to 21:

- the total number of students enrolled in the MEP in each age group as of January 1st of each year, and
- the number of students in each age group enrolled in the MEP who had also been enrolled in the MEP in the previous year.

From this data we computed the retention rate and new participation variables for each age group, 3 to 21. A complete listing of this data is provided in Attachment B.

3.3.1 Computing the Retention Rate

The retention rate for period t and age i was calculated by dividing the number of students aged i in period t by the number of students aged i + 1 in period t + 1 who had also participated in the MEP in period t. For example, the retention rate for seven year olds in 1982 is equal to the total number of seven year olds in 1982 divided by the number of eight year olds in 1983 that also participated as seven year olds in 1982. The retention rates for each age group for the years 1979 to 1989 are shown in Attachment C. We also calculated a retention rate for the total MEP population by dividing the total number of enrollees in time t by the total number of MEP enrollees in time t+1 who were also enrolled in time t. The retention rate for total MEP (all ages combined) is shown in Exhibit 6.

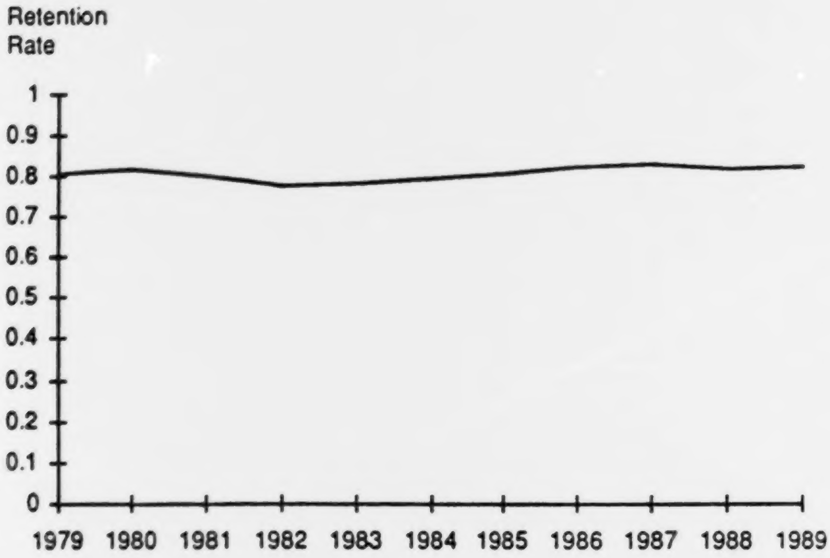


Exhibit 6. Retention Rates for the MEP, 1979-1989

MEP retention rates have not changed substantially over the period for which we have historical data; the retention rate moves between 77 percent and 83 percent over the years 1979 to 1989. Rates fell during the early 1980s, rose during the mid 1980s, and leveled off at a higher level at the end of the decade. The leveling off began in 1986, when the new immigration laws were passed. Individual age groups have different patterns in retention rates and possibly different trends. Generally, retention rates were lower for older age groups. Also, retention rates for ages 17, 18, 19, and 20 exhibit more change over time than retention rates of the other age groups.

721

3.3.2 Computing New Participation

The new participation variable for period t and age i was calculated by subtracting the number of students enrolled in the MEP in period t who had also been enrolled in the MEP in period t - 1 from the total number of students enrolled in the MEP in period t. For example, we calculated the new participant variable for ten year olds in 1989 by subtracting the ten year olds in 1989 that had also participated as nine year olds in 1988 from the total number of ten year olds in 1989. The numbers of participants in MEP for each age group for the years 1980 to 1990 are shown in Attachment C. We also calculated total new participation for the MEP by summing new participation for ages 3 to 21. Total new MEP participation is shown in Exhibit 7.

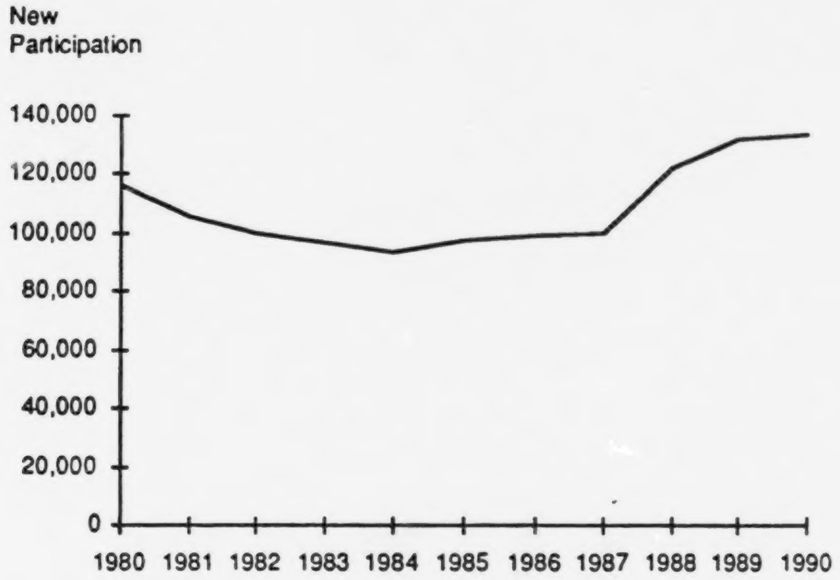


Exhibit 7. New Participation in the MEP, 1980-1990

After an initial decline in the beginning of the 1980s, new participation in the MEP remained fairly constant until the end of the decade when new participation increased dramatically. New participation began increasing in 1988, the year when funding eligibility was expanded to include students ages 3, 4, 18, 19, 20, and 21. In the last year for which we have historical data (1990), new participation appeared to level off at a higher number than in the beginning of the decade. As with retention rates, new participation in individual age groups exhibit different trends from total new participation (shown in Exhibit 7) over the same time. We found that new participation decreases as age increases. For example, five year olds have greater new participation than seven year olds. In contrast to retention rates, we found that new participation for three and four year olds exhibited the greatest changes over time.

3.3.3 Number of Migrant Farmworkers

Relatively little data exist on the number of migrant farmworkers, and the available data may be unreliable (Oliveira and Cox, 1988). From 1960 to 1977, the U.S.D.A. estimated the number of migrant farmworkers in the U.S. from the annual Hired Farm Working Force Survey (a supplement to the Current Population Survey). After 1977, this survey was conducted biennially, and in 1985 it was expanded to survey all farmworkers and was renamed the Agricultural Work Force Survey (Oliveira and Cox, 1988). After 1985, the U.S.D.A. no longer reported estimates of the number of migrant farmworkers because small sample size led to low statistical reliability of the estimates. In fact, Oliveira and Cox (1988) warn that the estimates for years following 1979 may be unreliable. The U.S.D.A.'s estimates of the total number of migrant farmworkers for the years 1970 to 1985 are listed in Exhibit 8.

EXHIBIT 8. ESTIMATED NUMBER OF MIGRANT FARMWORKERS, 1970-1985

Year	Number of Migrant Farmworkers (thousands)
1970	196
1971	172
1972	184
1973	203
1974	209
1975	188
1976	213
1977	191
1978	*
1979	217
1980	*
1981	115
1982	*
1983	226
1984	*
1985	159

* no survey conducted
Source: Oliveira and Cox, 1988

The only other estimates of the number of migrant farmworkers are generated by agencies serving migrant farmworkers like the MEP and the Migrant Health Program. Although these agencies are capable of tracking the migrants they serve, they do not estimate the size of the total migrant population. Given the general unavailability of reliable and complete data on the number of migrant farmworkers, we explored the possibility of using the number of hired farmworkers as a proxy variable for the number of migrant farmworkers.

Two estimates of the number of hired farmworkers in the United States are available: one computed from the Hired Farm Working Force Survey described above and one computed from the Quarterly Agricultural Labor Survey (QALS). Estimates of the number of hired farmworkers computed from the Hired Farm Working Force Survey are available annually until 1979 and biennially thereafter.

The National Agricultural Statistics Service (NASS) has conducted the QALS since 1910. From 1910 to 1974, the estimates were based on a voluntary, nonprobability-sample survey and thus may not be representative of the hired farmworker population. In 1974, NASS implemented a probability-based sampling method that has since been used to conduct the survey. In most years, the survey was administered every quarter in the months of January, April, July, and October. Because the July survey was conducted most frequently over the 1974 to 1990 time period and was also historically the period with the largest number of hired workers counted, we constructed a series based on the July observation from the QALS. This series is shown in Exhibit 9. The number of hired farmworkers estimated from the July QALS has decreased by over 40 percent in the past 16 years.

EXHIBIT 9. NUMBER OF HIRED FARMWORKERS COUNTED IN THE THIRD QUARTER OBSERVATION OF THE QALS, 1974-1990

Month-Year	Number of Hired Farmworkers (thousands)
July-1974	1,887
July-1975	1,988
July-1976	2,063
July-1977	1,873
July-1978	1,848
July-1979	1,807
July-1980	1,791
July-1981	*
July-1982	1,549
July-1983	1,478
July-1984	1,435
July-1985	1,373
July-1986	1,233
July-1987	1,270
July-1988	1,200
July-1989	1,197
July-1990	1,106

* no survey conducted
Source: NASS, 1991

4. FORECAST IMPLEMENTATION

Section 4 draws on the forecasting methodology presented in Section 2 and the data presented in Section 3 to develop the forecast for MEP enrollment in the year 2000. To develop the forecast we have used two quantitative forecasting techniques: time-series modeling and causal modeling. We begin this section by briefly describing these forecasting techniques and the reasons they were selected to forecast MEP enrollment. We then develop forecasts of the retention rate and new participation for each age group. Finally, we combine the retention rate and new participation forecasts to obtain a forecast of MEP enrollment for each age group and in total.

4.1 QUANTITATIVE FORECASTING TECHNIQUES

Quantitative forecasting techniques typically model the relationship between two or more variables and express the relationship in an equation. The equation is then used to predict the value of one of the variables in the future. Quantitative forecasting techniques are divided into two categories: time-series models and causal models.

4.1.1 Time-Series Models

Time-series models are based on the premise that the past is a good predictor of the future. In general, historical values of the variable being forecasted are used to predict future values. Time-series forecasting models are attractive because they require a minimal amount of data (only a historical series for the dependent variable) and the forecasts are relatively easy to compute and interpret. In addition, the past is often the best predictor of the future, particularly for short-run forecasts.

A simple time-series model may have two components: a time-trend variable, and a lagged-dependent variable. More sophisticated time-series models may add moving average and autoregressive error terms (Box and Jenkins, 1976). The moving average process models the error term in one time period as an average of the error terms in two or more preceding periods. The autoregressive process relates errors in one period to errors in one or more previous periods.

4.1.2 Causal Models

Causal forecasting models are based on equations that quantify the relationship between the dependent variable and a set of explanatory (independent) variables that are hypothesized to be related to the dependent variable. Regression analysis quantifies the relationship between the independent variables and the dependent variable. An estimated regression equation is then used, along with forecasted values of the independent variables, to forecast the dependent variable.

To the extent that estimated causal relationships between the dependent and independent variables are stable and the values of the explanatory variables can be accurately forecasted, forecasting by causal methods may improve forecasting accuracy. In addition, causal models may perform better in situations when the forecasted values of the dependent variables are expected to differ markedly from past values. However, causal modeling requires more data than time-series modeling, and the forecasts generated by causal models may be more difficult to interpret because of problems like multicollinearity.

4.2 CHOICE OF FORECASTING TECHNIQUE

Several criteria may be used to choose the appropriate forecasting technique. The two criteria that have determined our choice of forecasting techniques are the availability of data and the likelihood that historical trends in the dependent variable will continue into the future.

The length of the available data series is crucial for both time-series and causal models. In the time-series model, a sufficiently long time series is needed to separately identify the time-trend and the lagged-dependent variables; in the causal model, sufficiently long time series are needed for both the dependent and independent variables to identify the relationships between the two. Short time series limit the sophistication of the model that can be used to forecast. Models estimated with limited data are generally imprecise and may not be robust. In the case of forecasting MEP enrollment, we are limited in our choice of forecasting technique by a short time series for the dependent variable (we have only 12 observations). Consequently, we have chosen parsimonious models over sophisticated models in the interest of obtaining the most accurate forecast.

The second criterion that influenced our choice of forecasting technique was our expectations about the future values of the dependent variable. These expectations were informed by our review of literature pertaining to migrants and the MEP, and our interpretation of the available data. Examination of data on MEP enrollment, retention rates, and new participation indicates that significant changes occurred in the late 1980s. We attribute these changes to changes in immigration law and enforcement and changes in MEP eligibility requirements. We do not expect these changes to continue in the future and have made adjustments in our models to reflect these expectations.

4.3 COMPUTING THE FORECAST USING A TIME-SERIES MODEL

We proceeded through three steps to obtain a forecast of MEP enrollment using time-series models (see Exhibit 10). The first step used historical data to estimate regression models of retention rates and new participation. The resulting regression equations were then used to forecast future values for these variables. These forecasts were then combined to compute the MEP enrollment forecast according to the methodology described in Section 2.

EXHIBIT 10. SUMMARY OF TIME-SERIES FORECASTING STEPS

Step 1:	Estimate regression models for retention rates and new participation
Step 2:	Forecast retention rates and new participation from regression equations
Step 3:	Combine forecasts to compute MEP enrollment forecast

4.3.1 Forecasting the Retention Rate

The time-series model we used to fit MEP retention rates included a time-trend, the lagged dependent variable, and a dummy variable equaling zero from 1979 to 1985, and one thereafter. We set the dummy equal to one beginning in 1986 to account for changes in immigration law and enforcement policy. As noted in Section 3, the major piece of immigration legislation (IRCA) was passed in 1986. Examining the data for retention rates also indicated a clear structural shift occurring in the year 1986. The effect of the dummy term in the regression equations for retention rates is to shift the constant term up in 1986 and subsequent years. The advantage of including the lagged-dependent variable in the model is to control for serial correlation, which is frequently present in time-series models. Equation (4-1) shows the specification for this model.

$$\mathrm{RRate}_t = B_0 + B_1(\mathrm{RRate}_{t-1}) + B_2(\mathrm{Time}) + B_3(\mathrm{Dummy}) + \mathrm{error} \qquad (4\text{-}1)$$

where the time variable is equal to one in the year 1979 and increments by one for each successive year.

The model represented by Eq. (4-1) was estimated for each age group, ages 3 to 21. We then used the estimated coefficients to forecast the retention rate for the years 1991 to 2000 for each age group. For example, as shown in Eq. (4-2), we determined the forecast of the retention

728

rate in 1991 using the estimated coefficients (B_0, B_1, B_2, B_3), the retention rate in 1990 ($RRate_{1990}$), the value of the time variable (equal to 13 in 1991), and the value of the dummy variable.

$$\widehat{RRate}_{1991} = B_0 + B_1(RRate_{1990}) + B_2(13) + B_3(1) \tag{4-2}$$

where the caret indicates a forecasted variable. As mentioned earlier, the dummy variable changes from zero to one in 1986 and remains one for all future periods.

The forecast for $RRate_{1992}$, in turn, uses the $RRate_{1991}$ forecast as well as the time-trend and the dummy variable

$$\widehat{RRate}_{1992} = B_0 + B_1(\widehat{RRate}_{1991}) + B_2(14) + B_3(1)$$

In a similar manner the forecasts for 1993 to 2000 are determined

$$\widehat{RRate}_{1993} = B_0 + B_1(\widehat{RRate}_{1992}) + B_2(15) + B_3(1) \tag{4-3}$$

$$\widehat{RRate}_{1994} = B_0 + B_1(\widehat{RRate}_{1993}) + B_2(16) + B_3(1)$$

$$\cdots$$

$$\widehat{RRate}_{2000} = B_0 + B_1(\widehat{RRate}_{1999}) + B_2(22) + B_3(1)$$

A listing of the age specific forecasts is provided in Attachment D.

4.3.2 Forecasting New Participation

We used the same method to forecast new participants as we used to forecast retention rates. We first estimated a regression equation for new participants in each age group, ages 3 to 21. The specification for this model is shown in Eq. (4-4).

$$NewPart_t = B_0 + B_1(NewPart_{t-1}) + B_2(Time) + B_3(Dummy) + error \tag{4-4}$$

NewPart is used to represent new participation in the MEP. Similar to the specification for retention rates, the regression equation includes a lagged-dependent variable, a time-trend and a dummy variable. The value of the dummy variable in Eq. (4-4) is zero for the years 1979 to 1987 and one for all years after 1987. For the new participation variable, the data indicate that a structural shift occurred in 1988. A similar structural shift occurred in the retention rate variable, but in 1986 instead of 1988. Recall that changes in immigration law and enforcement policy took place in 1986. Possibly these changes did not affect the new participation variable until 1988. In addition, the changes in MEP eligibility came about in 1988. Because the changes in immigration law and the changes in the MEP eligibility requirements occurred so closely in time, distinguishing independent effects for each was difficult . Under these circumstances, we examined the data to determine timing for the placement of the dummy variables.

The estimated regression equations were then used to compute the forecasts for new participants in each age group, ages 3 to 21, for the years 1991 to 2000. For example, as shown in Eq. (4-5), the forecast of new participation in 1991 was determined by the estimated coefficients (B_0, B_1, B_2, B_3), new participation in 1990 ($NewPart_{1990}$), the value of the time variable (equal to 13 in 1991), and the value of the dummy variable.

$$\widehat{NewPart}_{1991} = B_0 + B_1(NewPart_{1990}) + B_2(13) + B_3(1) \tag{4-5}$$

The forecasts for new participation for the years 1992 to 2000 took the following form:

$$\widehat{NewPart}_{1992} = B_0 + B_1(\widehat{NewPart}_{1991}) + B_2(14) + B_3(1) \tag{4-6}$$

$$\cdots$$

$$\widehat{NewPart}_{2000} = B_0 + B_1(\widehat{NewPart}_{1999}) + B_2(22) + B_3(1)$$

The forecasts for new participants in each age group are shown in Attachment D.

4.3.4 Forecasting MEP Enrollment

The next step in our forecasting procedure was to combine the retention rate and new participation forecasts for each age group to obtain an age-specific forecast of MEP enrollment. As was discussed in Section 2, the MEP enrollment forecast was obtained by multiplying the number of students currently participating in the MEP (M_t) by the forecasted retention rate ($RRate_t$) and adding the forecast of the number of new participants ($NewPart_{t+1}$). The following equation summarizes this procedure:

$$\widehat{M}_{t+1} = M_t(\widehat{RRate}_t) + \widehat{NewPart}_{t+1} \tag{4-7}$$

This equation was computed for each age group for each year 1991 to 2000, as shown in Eq. (4-8).

$$\hat{M}_{1991} = M_{1990}\,(\widehat{\mathrm{RRate}}_{1990}) + \widehat{\mathrm{NewPart}}_{1991} \tag{4-8}$$

$$\hat{M}_{1992} = \hat{M}_{1991}\,(\widehat{\mathrm{RRate}}_{1991}) + \widehat{\mathrm{NewPart}}_{1992}$$

$$\ldots$$

$$\hat{M}_{2000} = \hat{M}_{1999}\,(\widehat{\mathrm{RRate}}_{1999}) + \widehat{\mathrm{NewPart}}_{2000}$$

The age-specific forecasts of MEP enrollment are presented in Attachment D. The forecast of total MEP enrollment for all ages is the sum of the age-specific forecasts. This forecast is presented in Exhibits 11 and 12.

EXHIBIT 11. MEP ENROLLMENT: ACTUAL AND FORECAST, 1979-2000

Actual		Forecast	
Year	**MEP Enrollment**	**Year**	**MEP Enrollment**
1979	474,015	1991	627,108
1980	496,669	1992	654,786
1981	509,845	1993	679,478
1982	508,409	1994	701,551
1983	490,672	1995	721,161
1984	475,958	1996	738,781
1985	474,494	1997	754,751
1986	479,787	1998	768,096
1987	493,174	1999	779,440
1988	529,070	2000	789,514
1989	564,838		
1990	596,801		

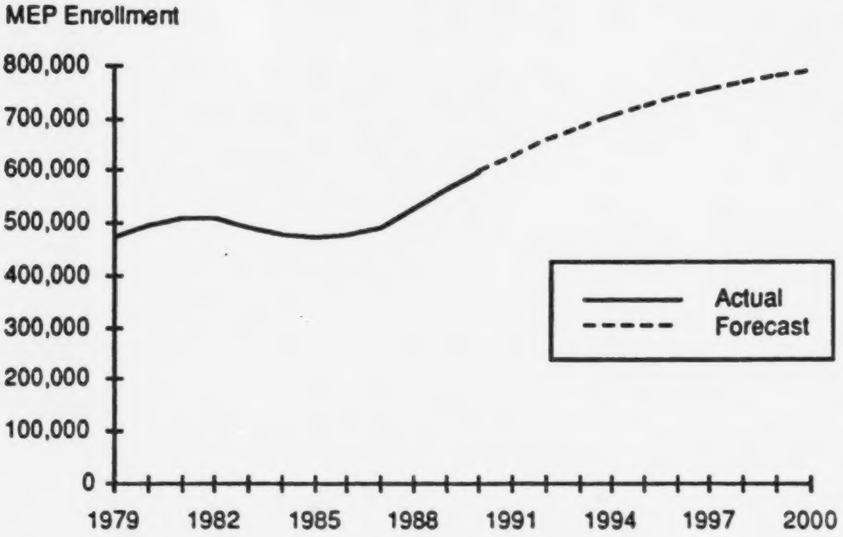


Exhibit 12. MEP Enrollment: Actual and Forecast, 1979-2000

4.4 COMPUTING THE FORECAST USING A CAUSAL MODEL

Computing the forecast using a causal model was very similar to computing the forecast with a time-series model. The only difference was that we estimated the regression equations for retention rates and new participation with an additional independent variable, and this variable must be forecast into the future. The forecast of the additional independent variable is then used in conjunction with the estimated regression equations to develop the forecasts for retention rates and new participation. Exhibit 13 summarizes the steps to develop the causal model forecast.

EXHIBIT 13. SUMMARY OF CAUSAL MODEL FORECASTING STEPS

Step 1:	Estimate regression models for retention rates and new participation
Step 2:	Forecast independent variables
Step 3:	Forecast retention rates and new participation from regression equations
Step 4:	Combine forecasts to get MEP enrollment forecast

The additional variable we used in our causal model was the number of hired farmworkers employed on U.S. farms in the second week of July as estimated from the QALS administered by the NASS. This data series is fully described in Section 3.

To compute the forecasts using our causal model, we computed a forecast of the number of hired farmworkers. From this forecast, we computed a forecast for retention rates and new participation. The following sections describe our computations of the forecast of MEP enrollment using a causal model.

4.4.1 Estimating Regression Equations for Retention Rates and New Participation

The specifications of the regression equations for retention rates and new participation in the causal model were identical to the specifications in the time-series model except for the addition of the variable for hired farmworkers (represented by workers in the regression equations). The new specifications are shown in Eq. (4-9).

$$\text{RRate}_t = B_0 + B_1(\text{RRate}_{t-1}) + B_2(\text{Time}) + B_3(\text{Dummy}) + B_4(\text{Workers}) + \text{error} \qquad (4\text{-}9)$$

$$\text{NewPart}_t = B_0 + B_1(\text{NewPart}_{t-1}) + B_2(\text{Time}) + B_3(\text{Dummy}) + B_4(\text{Workers}) + \text{error}$$

We estimated these equations for each age group, ages 3 to 21 and then used the parameter estimates to compute the forecasts for the retention rates and new participation. However, before computing these forecasts, we had to forecast the the number of hired farmworkers.

4.4.2 Forecasting the Number of Hired Farmworkers

To forecast the number of hired farmworkers, we estimated a time-series model. The specification of the regression equation we estimated for hired farmworkers (workers) is shown in Eq. (4-10).

$$\text{Workers}_t = B_0 + B_1(\text{Workers}_{t-1}) + B_2(\text{Time}) + \text{error} \qquad (4\text{-}10)$$

The regression was estimated on data from 1974 to 1990. We then used the estimated coefficients to forecast workers to the year 2000 as shown in Eq. (4-11).

$$\widehat{\text{Workers}}_{1991} = B_0 + B_1(\text{Workers}_{1990}) + B_2(18) \qquad (4\text{-}11)$$

$$\widehat{\text{Workers}}_{1992} = B_0 + B_1(\widehat{\text{Workers}}_{1991}) + B_2(19)$$

. . .

$$\widehat{Workers}_{2000} = B_0 + B_1(\widehat{Workers}_{1999}) + B_2(27)$$

We have no observation for the year 1981 because NASS did not conduct a July survey in that year. Except for the increase during the mid-1970s, the number of hired farmworkers decreased each year. Consequently, we forecast that the number of hired farmworkers will continue to decrease.

EXHIBIT 14. THE NUMBER OF HIRED FARMWORKERS: ACTUAL AND FORECAST, 1974-2000

Actual		Forecast	
Year	Workers (thousands)	Year	Workers (thousands)
1974	1,877	1991	1,012
1975	1,988	1992	940
1976	2,063	1993	873
1977	1,873	1994	807
1978	1,848	1995	741
1979	1,807	1996	675
1980	1,791	1997	610
1981	*	1998	544
1982	1,549	1999	478
1983	1,478	2000	412
1984	1,435		
1985	1,373		
1986	1,233		
1987	1,270		
1988	1,200		
1989	1,197		
1990	1,106		

* no July survey conducted in 1981
Source: NASS, 1991 (for actual only)

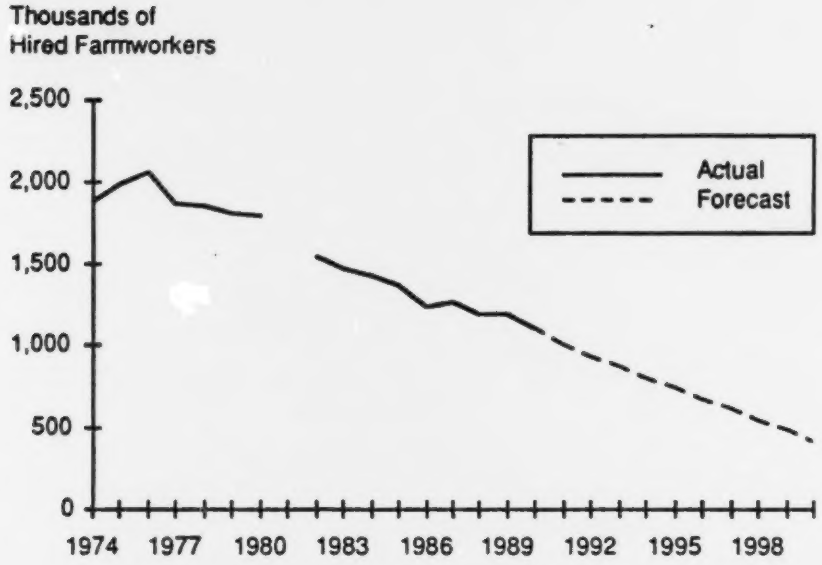


Exhibit 15. The Number of Hired Farmworkers: Actual and Forecast, 1974-2000

4.4.3 Forecasting Retention Rates and New Participation in the Causal Model

The hired farmworkers forecast was the last piece of data we needed to forecast retention rates and new participation for each age group. Using the estimated regression coefficients for RRate and NewPart (Eq. [4-9]) and the forecasts of hired farmworkers, we computed the forecast for retention rates and new participation according to Eq. (4-12).

$$\widehat{RRate}_{1990} = B_0 + B_1(RRate_{1989}) + B_2(12) + B_3(Workers_{1990}) \qquad (4\text{-}12)$$

$$\widehat{RRate}_{1991} = B_0 + B_1(\widehat{RRate}_{1990}) + B_2(13) + B_3(\widehat{Workers}_{1991})$$

$$\ldots$$

$$\widehat{RRate}_{2000} = B_0 + B_1(\widehat{RRate}_{1999} + B_2(22) + B_3(\widehat{Workers}_{2000}$$

$$\widehat{NewPart}_{1991} = B_0 + B_1(\widehat{NewPart}_{1990}) + B_2(13) + B_3(\widehat{Workers}_{1991})$$

$$\widehat{NewPart}_{1992} = B_0 + B_1(\widehat{NewPart}_{1991}) + B_2(14) + B_3(\widehat{Workers}_{1992})$$

$$\ldots$$

$$\widehat{NewPart}_{2000} = B_0 + B_1(\widehat{NewPart}_{1999}) + B_2(22) + B_3(\widehat{Workers}_{2000})$$

The age-specific retention rate and new participation forecasts generated by the causal model are presented in Attachment E.

4.4.4 Computing MEP Enrollment Forecast with the Causal Model

We combined the retention rate and new participant forecasts for each age group to obtain the age-specific forecasts of MEP enrollment. Following the same method we used in Section 4.3.4 to compute the time-series MEP enrollment forecasts, we computed the age-specific MEP enrollment forecasts with the causal model using the relationship:

$$\hat{M}_{t+1} = M_t\,(\widehat{RRate}_t) + \widehat{NewPart}_{t+1} \qquad (4\text{-}13)$$

This equation is computed for ages 3 to 21 for each year 1991 to 2000 as shown in Eq. (4-14). The age-specific forecasts of MEP enrollment are presented in Attachment E.

$$\begin{aligned}
\hat{M}_{1991} &= M_{1990}\,(\widehat{RRate}_{1990}) + \widehat{NewPart}_{1991} \qquad (4\text{-}14)\\
\hat{M}_{1992} &= \hat{M}_{1991}\,(\widehat{RRate}_{1991}) + \widehat{NewPart}_{1992}\\
&\cdots\\
\hat{M}_{2000} &= \hat{M}_{1999}\,(\widehat{RRate}_{1999}) + \widehat{NewPart}_{2000}
\end{aligned}$$

The final step in computing the forecasts of MEP enrollment was to sum the age-specific forecasts. The final MEP enrollment forecasts computed from the causal model are presented in Exhibits 16 and 17.

EXHIBIT 16. MEP ENROLLMENT: ACTUAL AND FORECAST 1979-2000 (WITH TIME-SERIES PROJECTIONS FOR THE NUMBER OF HIRED FARMWORKERS)

Actual		Forecast	
Year	**MEP Enrollment**	**Year**	**MEP Enrollment**
1979	474,015	1991	626,294
1980	496,669	1992	648,039
1981	509,845	1993	667,011
1982	508,409	1994	683,266
1983	490,672	1995	697,405
1984	475,958	1996	709,753
1985	474,494	1997	720,714
1986	479,787	1998	730,545
1987	493,174	1999	739,285
1988	529,070	2000	747,283
1989	564,838		
1990	596,801		

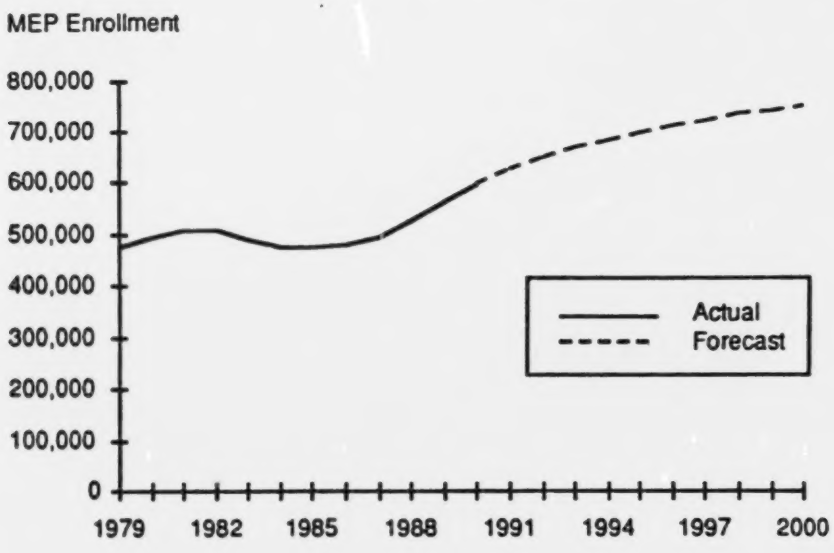


Exhibit 17. MEP Enrollment: Actual and Forecast 1979-2000 (with time-series projections for the number of hired farmworkers)

737

5. ASSUMPTIONS, SENSITIVITY, AND RECOMMENDATIONS

Many forecasts for MEP enrollment are possible based on different modeling assumptions and forecasting methods. In this section, we review the assumptions made in computing our forecasts and test the sensitivity of our results to alternative assumptions. We conclude our report by recommending a single forecast for MEP enrollment in the year 2000.

5.1 ASSUMPTIONS

In the course of our analysis and forecasting we had to make some assumptions. This section presents those assumptions and discusses possible effects of alternative assumptions on the forecasts.

5.1.1 Specification Assumptions

As we noted in Section 3, total MEP enrollment, retention rates, and new participation all increased substantially in the late 1980s. The effect on our forecasts of these large increases at the end of such a short time series can be very significant. We must decide whether the growth rates of MEP enrollment, retention rates, and new participation observed in the late 1980s will continue to increase at current rates, level off at a new equilibrium, or decrease and return to earlier levels.

The changes in the immigration law and in MEP eligibility requirements in the late 1980s led us to assume that the increases in MEP enrollment, retention rates, and new participation would not continue in the future and that these variables would likely level off at a new, higher equilibrium level. To capture this shift in the late 1980s, we used dummy variables. Exhibit 18 shows the 20-year forecast for MEP enrollment based on specifications that include dummy variables for changes in the immigration law and MEP eligibility requirements. Notice that the forecasted MEP enrollment levels off in future years. In Section 5.2.2 we test the alternative assumption that MEP enrollment, retention rates and new participation continue to increase in the future.

5.1.2 Hired Farmworkers Forecasts Assumptions

As discussed in Section 3, we used the number of hired farmworkers counted in the QALS as a proxy for the number of migrant farmworkers. This survey estimates the total number of *hired* farmworkers in the U.S. during the second week in July and not the

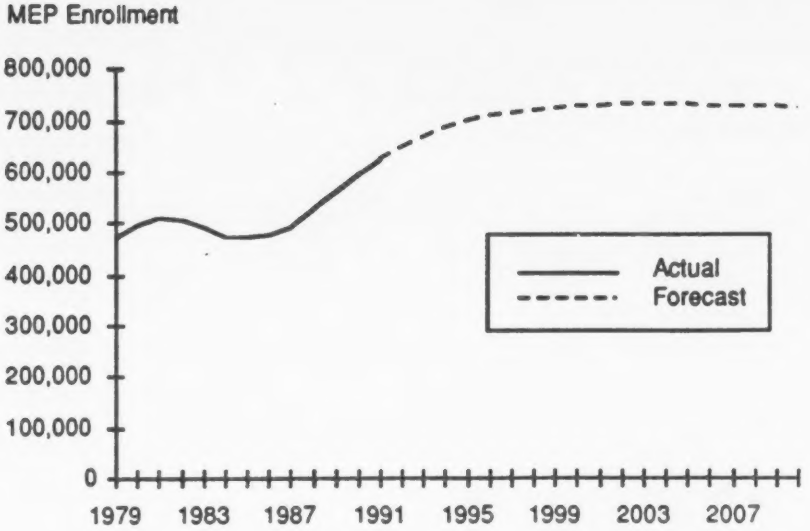


Exhibit 18. 20-Year Forecast of MEP Enrollment

number of *migrant* farmworkers, though migrant farmworkers are a subset of hired farmworkers. To the extent that trends in the number of hired farmworkers from 1974 to 1990 parallel trends in the number of migrant farmworkers, the NASS hired farmworker series is a good proxy for the number of migrant farmworkers. But the available data do not allow us to draw conclusions regarding the ability of the hired farmworkers series to proxy for migrant farmworkers. In Section 5.2.3, we test the sensitivity of our MEP enrollment forecast to different forecasts for the number of hired farmworkers.

5.2 SENSITIVITY ANALYSIS

In this section we test the effect of alternative assumptions on MEP enrollment forecasts. We conducted the sensitivity analysis on the total MEP population instead of each age group for reasons described in Section 5.2.1. Sections 5.2.2 and 5.2.3 describe the sensitivity of our MEP enrollment forecasts to assumptions concerning model specification and alternative forecasts of the number of hired farmworkers.

5.2.1 Aggregated vs. Total Forecasts

In addition to computing the age-specific forecasts for each specification identified in Section 4, we computed forecasts based on the total MEP enrollment. To compute these forecasts, we first forecasted the retention rate and the number of new participants for the total

MEP population. The retention rate and new participation forecasts were then combined to compute the total MEP enrollment forecast. The regression equations on which we based our total MEP forecasts were the same specifications as those discussed in Section 4 to compute the age-specific forecasts. The methodological differences between the computation of the aggregated forecasts and total MEP forecast are shown in Exhibit 19.

EXHIBIT 19. METHODOLOGICAL DIFFERENCES IN COMPUTING AGGREGATED AND MEP TOTAL FORECASTS

Aggregated Age-Specific Forecast	Total MEP Enrollment Forecast
Develop age-specific forecasts for retention rates and new participation based on regression equations for each age group.	Develop retention rate and new participation forecasts based on regression equations for total MEP population.
Develop age-specific MEP enrollment forecasts by combining retention rate and new participation forecasts.	Develop total MEP enrollment forecast based on total MEP retention rate and new participation forecasts.
Sum age-specific enrollment forecasts to get a total MEP enrollment forecast.	

The different methodologies produced very similar forecasts for MEP enrollment. A comparison of the two sets of forecasts is shown in Exhibit 20.

EXHIBIT 20. COMPARISON OF AGGREGATED AGE-SPECIFIC AND TOTAL MEP FORECASTS FOR MEP ENROLLMENT IN THE YEAR 2000

Model Specifications	Aggregated Age-Specific MEP forecast	Total MEP Enrollment Forecast
Lagged-dependent, time-trend, and dummy variables	789,514	727,132
Lagged-dependent, time-trend, hired farmworkers, and dummy variables	747,283	731,985

Given the small differences between the two sets of forecasts and the relative ease of computing the total MEP forecasts compared to the aggregated age-specific forecasts, we conducted our sensitivity analysis using the MEP totals instead of the aggregated age-specific forecast.

5.2.2 Sensitivity of MEP Forecasts to Alternative Specifications

To determine the sensitivity of our forecasts to alternative assumptions, we computed several forecasts for total MEP enrollment based on different model specifications. In Exhibit 21 we present the resulting forecasts for MEP enrollment in the year 2000. The baseline specification we use for comparison is the model based on a lagged-dependent, time-trend, and dummy variables.

EXHIBIT 21. COMPARISON OF FORECASTS GENERATED BY ALTERNATIVE MODEL SPECIFICATIONS

Model Specification	Total MEP Enrollment Forecast Year=2000	Percentage of Baseline Forecast
Baseline: Lagged-dependent, time-trend, and dummy variables	727,132	100.0%
Lagged-dependent, time-trend, hired farmworkers, and dummy variables	731,985	100.7%
Lagged-dependent, hired farmworkers, and dummy variables	704,236	96.9%
Time-trend, hired farmworkers, and dummy variables	633,255	87.1%
Lagged-dependent, time-trend, and hired farmworkers	1,044,705	143.7%
Combination of specifications for retention rate and new participation with highest adjusted R^2	738,491	101.6%

As noted in Exhibit 21, most of the alternative forecasts do not differ substantially from the baseline forecast computed in Section 4. In fact, the forecast based on regression equations with the highest adjusted R^2 (not reported) differs by less than one percent from the baseline forecast. However, the specification that leaves out the dummy variables leads to substantially higher MEP enrollment forecasts than all other specifications. Justification for the use of the dummy variables hinges on the assumption that large increases in retention rates and new participation observed in the last three or four years will not continue in the future and that exogenous events have shifted these variables to a new, higher equilibrium. Significantly, the

741

adjusted R^2 (not reported) for the regression equations modeling retention rates and new participation without the dummy variables are the lowest among all the alternative specifications.

5.2.3 Sensitivity of MEP Forecasts to Alternative Hired Farmworkers Forecast

Our alternative approach to forecasting the number of hired farmworkers was based on an interpolation of the Department of Labor's (DOL) employment projections of farmworkers to the year 2000. In the September 1987 issue of the *Monthly Labor Review*, the Bureau of Labor Statistics published employment projections for a large number of occupations. The total number of employed farmworkers was projected to decrease between 1986 and 2000 by 20 percent under the moderate scenario, 25 percent under the low scenario, and 17 percent under the high scenario. We computed a hired farmworkers forecast based on the moderate scenario shown in Exhibit 22. [1]

EXHIBIT 22. ALTERNATIVE HIRED FARMWORKERS FORECASTS FOR THE YEAR 2000

	Low Scenario	Moderate Scenario	High Scenario
Number of Hired Farmworkers in 1986 (thousands)[a]	1,233	1,233	1,233
Projected Percentage Change[b]	- 25%	- 20%	- 17%
Forecasted Number of Hired Farmworkers in Year 2000 (thousands)	925	986	1,023

[a]Source: NASS, 1991

[b]See Footnote 1. Source: Silvestri and Lukasiewicz, 1987.

We computed the forecast by determining the absolute decrease in the number of workers implied by the percentage decrease from the 1986 level and allocating that decrease equally over the years 1991 to 2000. This method produced three forecasts for hired farmworkers shown in Exhibit 23.

---

[1] DOL's projections are computed for all farmworkers (including hired and consequently migrant farmworkers) exclusive of nursery workers and farm operators and managers (Silvestri and Lukasiewicz, 1987). We assumed that the percentage change in hired farmworkers projections was equal to the percentage change in DOL's projection for all farmworkers.

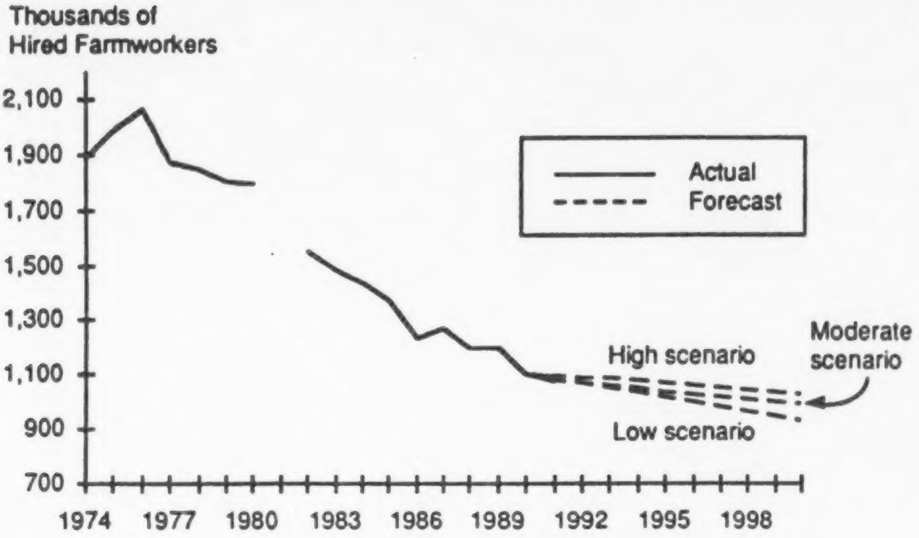


Exhibit 23. Forecast of the Number of Hired Farmworkers Using DOL Farmworker Projections: Actual and Forecast, 1974-2000

Using these three hired farmworkers forecasts based on the DOL projections, we recomputed the total MEP enrollment forecast. A comparison of all MEP enrollment forecasts using the causal model is given in Exhibit 24.

EXHIBIT 24. COMPARISON OF MEP ENROLLMENT FORECASTS USING DIFFERENT FORECASTS FOR HIRED FARMWORKERS

Forecast of Hired Farmworkers	Total MEP Enrollment Forecast Year 2000	Percentage Change in MEP Enrollment from 1990 to 2000
Time-series Forecast	731,985	22.7%
DOL projection 25% decrease	875,693	46.7%
DOL projection 20% decrease	890,773	49.3%
DOL projection 17% decrease	905,149	51.7%

Forecasts computed with the low (-25 percent) and high (-17 percent) DOL projections for farmworkers differ less than 3 percent from the forecasts computed with moderate (-20 percent) DOL farmworker projections. However, the MEP enrollment forecast computed with the DOL projections of hired farmworkers is approximately 22 percent higher than the enrollment forecasts computed with the time-series forecasts of hired farmworkers. The MEP enrollment forecasts based on the DOL farmworker projections are greater because the DOL forecasts a smaller decrease in the number of farmworkers than we forecasted using a time-series model. To the extent that changes in the number of hired farmworkers in the future are not like the changes that occurred over the past 15 years, the DOL farmworker projections may contribute to better MEP enrollment forecasts.

5.3 CONCLUSIONS AND RECOMMENDATIONS

Based on the sensitivity analysis, we draw two conclusions. First, including dummy variables in the regressions to capture changes that occurred in the immigration laws and the MEP program in the late 1980s makes a relatively large difference in the forecasts of MEP enrollment. Leaving out the dummy variables places more weight on the high growth years of the late 1980s, leading to higher forecasted growth rates for MEP enrollment. As noted above, we believe that the increases in the late 1980s represent a change to a new, higher level rather than a permanent increase in the growth rate.

Second, our sensitivity analysis has shown that the MEP enrollment forecasts are moderately different if we use the DOL forecast rather than the time-series forecast for hired farmworkers. However, because we have only a very limited number of data points, the models that include hired farmworkers may be less reliable than our more parsimonious time-series models. Consequently, we favor the results of the simpler time-series models. Exhibit 25, which is the same as Exhibit 1, displays our preferred estimates for the aggregated age-specific MEP enrollment forecast. The data for this forecast are included in Attachment A.

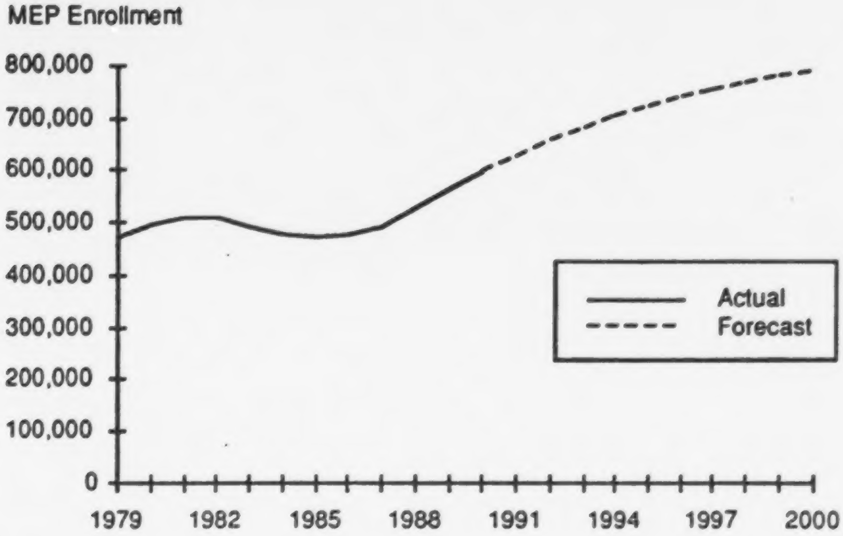


Exhibit 25. Aggregated Age-Specific MEP Enrollment: Actual and Forecast, 1979-2000

745

REFERENCES

Box, G.E.P. and G.M. Jenkins. 1976. *Time Series Analysis: Forecasting and Control.* San Francisco: Holden Day.

Cox, J.L., G.J. Burkheimer, T.R. Curtin, R. Iachan, G. Zarkin, B. Elliot, and E.W. Strang. 1991. "Descriptive Study of the Chapter 1 Migrant Education Program - Revised Data Analysis Plan, Draft." Research Triangle Park, N.C: Research Triangle Institute.

National Agricultural Statistics Service (NASS), U.S. Department of Agriculture. 1991. *Farm Employment and Wage Rates 1910-1990.* Statistical Bulletin Number 822 Washington, D.C.: U.S. Department of Agriculture, National Agricultural Statistics Service.

Oliveira, V.J. 1989. "Trends in the Hired Farm Work Force, 1945-87." Agriculture Information Bulletin Number 561. Washington, D.C.: U.S. Department of Agriculture, Economic Research Service.

Oliveira, V.J. and E.J. Cox. 1988. "The Agricultural Work Force of 1985." Agriculture Economic Report 582. Washington, D.C.: U.S. Department of Agriculture, Economic Research Service.

Silvestri, G.T., and J.M. Lukasiewicz. 1987. "A Look at Occupational Employment Trends to the Year 2000." Monthly Labor Review, September 1987 issue. Washington, D.C.: Bureau of Labor Statistics.

ATTACHMENT A

AGE-SPECIFIC MEP ENROLLMENT FORECASTS

Attachment A

Age-Specific MEP Enrollment Forecasts.

year	3	4	5	6	7	8	9	10	11	12
1990	24428	33753	39898	43248	44989	45254	45433	42887	39976	39969
1991	26290	36127	42076	45216	46309	47006	46741	45554	42983	40450
1992	27897	38057	44296	47338	47973	48041	48249	46521	45106	43002
1993	29334	39665	46110	49459	49764	49358	49071	47628	45758	44767
1994	30656	41102	47634	51199	51550	50780	50093	48138	46517	45267
1995	31902	42433	49009	52673	53001	52197	51179	48808	46767	45851
1996	33097	43694	50292	54013	54218	53322	52242	49524	47148	46001
1997	34257	44908	51519	55274	55317	54243	53046	50216	47565	46261
1998	35395	46090	52708	56486	56347	55061	53670	50685	47957	46550
1999	36517	47248	53874	57669	57334	55819	54201	51001	48163	46817
2000	37629	48391	55025	58835	58295	56540	54677	51238	48239	46926

year	13	14	15	16	17	18	19	20	21	Aggregate
1990	38942	37004	35068	30648	26275	15916	8135	3801	1177	596801
1991	40437	38726	36431	33106	27191	17004	9919	4165	1380	627108
1992	40937	40032	38044	34409	29181	17454	11885	4874	1490	654786
1993	43149	40469	39282	35909	30285	18498	13586	5679	1707	679478
1994	44670	42323	39786	37108	31539	19047	15786	6397	1959	701551
1995	45104	43589	41454	37712	32563	19671	17729	7323	2195	721161
1996	45608	43946	42632	39272	33131	20163	19814	8164	2499	738781
1997	45740	44359	43053	40437	34434	20404	21856	9076	2787	754751
1998	45965	44461	43519	40984	35436	21034	22657	9987	3105	768096
1999	46214	44641	43726	41571	35963	21495	23343	10412	3431	779440
2000	46446	44839	43997	41946	36522	21699	23861	10796	3613	789514

Attachment A

MEP enrollment forecasts for specific age groupings

Year	Ages 3 to 6	Ages 7 to 12	Ages 13 to 15	Ages 16 to 21
1990	141327	258508	111014	85952
1991	149709	269043	115594	92763
1992	157588	278891	119012	99294
1993	164567	286346	122901	105664
1994	170591	292345	126778	111836
1995	176017	297803	130148	117193
1996	181097	302455	132187	123043
1997	185958	306647	133152	128994
1998	190678	310270	133945	133202
1999	195308	313336	134581	136215
2000	199881	315914	135282	138437

ATTACHMENT B

DATA FROM THE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) 1979-1990

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE* REPORTED AS RESIDENT AND/OR ENROLLED DURING 1979

NATIONAL SUMMARY

(ONLY AGES 5 - 17 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	17,088	0
04	26,981	0
05	32,538	0
06	35,854	0
07	37,867	0
08	37,935	0
09	37,703	0
10	36,784	0
11	35,628	0
12	35,028	0
13	34,145	0
14	31,688	0
15	27,241	0
16	22,007	0
17	14,881	0
18	7,386	0
19	2,436	0
20	678	0
21	147	0

* AGE COMPUTED AS OF JANUARY 01

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1980

NATIONAL SUMMARY

(ONLY AGES 5 - 17 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	18,002	9,567
04	28,114	14,336
05	34,693	23,585
06	36,439	27,779
07	38,597	30,440
08	39,703	32,105
09	39,419	32,132
10	38,812	31,842
11	37,448	31,097
12	35,962	29,891
13	35,015	29,225
14	33,110	27,749
15	29,138	24,863
16	23,655	20,481
17	17,020	15,252
18	7,854	7,106
19	2,739	2,272
20	769	476
21	180	119

* AGE COMPUTED AS OF JANUARY 01

5/23/91 UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1981

NATIONAL SUMMARY

(ONLY AGES 5 - 17 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	16,738	9,551
04	28,258	15,459
05	35,055	24,914
06	37,911	30,017
07	38,402	31,343
08	40,033	33,108
09	40,765	34,220
10	40,130	33,735
11	38,944	33,167
12	37,016	31,697
13	35,318	30,258
14	33,516	28,906
15	30,431	26,461
16	25,229	22,295
17	18,460	16,822
18	9,361	8,587
19	3,039	2,561
20	1,033	725
21	206	151

* AGE COMPUTED AS OF JANUARY 01

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1982

NATIONAL SUMMARY

(ONLY AGES 5 - 17 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	13,930	8,055
04	27,509	14,559
05	35,379	25,238
06	38,026	30,474
07	39,361	32,502
08	38,894	32,791
09	40,172	33,916
10	40,407	34,604
11	39,204	33,714
12	37,504	32,455
13	35,461	30,658
14	33,061	28,609
15	30,110	26,387
16	25,687	22,759
17	19,332	17,666
18	9,691	8,876
19	3,436	2,886
20	974	737
21	271	181

* AGE COMPUTED AS OF JANUARY 01

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1983

NATIONAL SUMMARY

(ONLY AGES 5 - 17 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	13,464	7,077
04	25,426	11,236
05	34,226	24,195
06	37,372	30,251
07	38,468	31,994
08	38,879	32,867
09	38,041	32,406
10	38,481	33,093
11	38,314	33,212
12	36,372	31,706
13	34,595	30,152
14	32,083	27,936
15	28,625	25,156
16	24,463	21,595
17	18,761	17,110
18	9,016	8,280
19	2,993	2,613
20	899	706
21	194	134

* AGE COMPUTED AS OF JANUARY 01

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1984

NATIONAL SUMMARY

(ONLY AGES 5 - 17 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	13,365	6,776
04	25,593	10,945
05	32,167	22,624
06	36,079	29,386
07	37,413	31,391
08	37,820	32,247
09	37,352	32,461
10	36,447	31,458
11	36,473	31,742
12	35,470	31,080
13	33,556	29,240
14	31,155	27,290
15	27,933	24,583
16	23,660	20,923
17	17,876	16,342
18	9,072	8,308
19	2,901	2,432
20	892	637
21	234	155

* AGE COMPUTED AS OF JANUARY 01

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1985

NATIONAL SUMMARY

(ONLY AGES 5 - 17 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	14,590	6,838
04	26,658	11,256
05	32,833	23,015
06	34,543	28,031
07	36,616	30,668
08	37,427	31,780
09	37,456	31,940
10	37,022	31,693
11	35,210	30,338
12	34,837	29,990
13	33,517	28,940
14	31,470	27,138
15	28,144	24,530
16	23,765	20,762
17	17,923	16,338
18	8,458	7,728
19	2,951	2,525
20	880	671
21	194	138

* AGE COMPUTED AS OF JANUARY 01

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1986

NATIONAL SUMMARY

(ONLY AGES 5 - 17 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	15,401	7,388
04	27,277	12,538
05	34,144	24,238
06	35,924	28,875
07	35,688	29,628
08	36,931	31,307
09	37,210	31,663
10	36,725	31,527
11	35,841	30,997
12	33,760	29,153
13	33,265	28,785
14	31,417	27,272
15	28,759	24,975
16	24,835	21,622
17	18,582	16,714
18	9,386	8,471
19	3,310	2,657
20	1,096	773
21	236	160

* AGE COMPUTED AS OF JANUARY 01

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1987

NATIONAL SUMMARY

(ONLY AGES 5 - 17 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	16,002	8,209
04	27,451	13,359
05	34,496	25,051
06	37,944	30,677
07	37,639	31,276
08	36,522	30,965
09	37,389	31,946
10	37,082	31,828
11	36,222	31,222
12	35,091	30,303
13	32,886	28,398
14	32,200	27,857
15	29,675	25,732
16	26,130	22,784
17	20,125	18,215
18	10,647	9,644
19	4,052	3,244
20	1,321	978
21	300	224

* AGE COMPUTED AS OF JANUARY 01

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1988

NATIONAL SUMMARY

(AGES 3 - 21 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	19,478	8,963
04	29,393	14,061
05	36,186	25,142
06	39,514	31,004
07	41,077	33,114
08	39,942	32,580
09	38,068	31,502
10	38,497	32,058
11	37,758	31,589
12	36,550	30,784
13	35,331	29,679
14	32,843	27,687
15	31,508	26,668
16	27,933	23,697
17	22,856	19,976
18	13,067	11,159
19	6,015	4,518
20	2,525	1,674
21	529	330

* AGE COMPUTED AS OF JANUARY 01

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1989

NATIONAL SUMMARY

(AGES 3 - 21 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	22,665	12,067
04	31,574	17,024
05	38,065	26,913
06	41,720	32,568
07	42,900	34,620
08	43,695	35,745
09	42,172	34,531
10	39,269	32,544
11	39,479	32,713
12	38,512	32,041
13	37,052	30,909
14	35,643	29,652
15	32,317	27,009
16	29,593	24,930
17	24,210	21,021
18	14,863	12,770
19	6,896	5,267
20	3,055	2,098
21	888	607

* AGE COMPUTED AS OF JANUARY 01

5/23/91

UNIQUE COUNT OF MIGRANT CHILDREN BY AGE*
REPORTED AS RESIDENT AND/OR ENROLLED DURING 1990

NATIONAL SUMMARY

(AGES 3 - 21 RECEIVED MIGRANT EDUCATION PROGRAM (MEP) FUNDING)

AGE	TOTAL STUDENTS THIS YEAR	STUDENTS COUNTED IN PREVIOUS YEAR
03	24,428	13,652
04	33,753	19,779
05	39,898	28,949
06	43,248	34,298
07	44,989	36,615
08	45,254	37,555
09	45,433	37,681
10	42,887	36,074
11	39,976	33,499
12	39,969	33,688
13	38,942	32,794
14	37,004	31,055
15	35,068	29,548
16	30,648	25,979
17	26,275	22,673
18	15,916	13,600
19	8,135	6,320
20	3,801	2,704
21	1,177	867

* AGE COMPUTED AS OF JANUARY 01

ATTACHMENT C

AGE-SPECIFIC RETENTION RATES AND NUMBER OF NEW PARTICIPANTS

Attachment C

Age-Specific Retention Rates

Year \ Age	3	4	5	6	7	8	9	10	11	12	13
1979	0.839	0.874	0.854	0.849	0.848	0.847	0.845	0.845	0.842	0.834	0.813
1980	0.859	0.886	0.865	0.860	0.858	0.862	0.856	0.855	0.846	0.841	0.826
1981	0.870	0.893	0.869	0.857	0.854	0.847	0.849	0.840	0.833	0.828	0.810
1982	0.807	0.880	0.855	0.841	0.835	0.833	0.824	0.822	0.809	0.804	0.788
1983	0.813	0.890	0.859	0.840	0.838	0.835	0.827	0.825	0.811	0.804	0.789
1984	0.842	0.899	0.871	0.850	0.849	0.845	0.837	0.832	0.822	0.816	0.809
1985	0.859	0.909	0.879	0.858	0.855	0.846	0.842	0.837	0.828	0.826	0.814
1986	0.867	0.918	0.898	0.871	0.868	0.865	0.855	0.850	0.845	0.841	0.837
1987	0.879	0.916	0.899	0.873	0.866	0.863	0.857	0.852	0.850	0.846	0.842
1988	0.874	0.916	0.900	0.876	0.870	0.865	0.855	0.850	0.849	0.846	0.839
1989	0.873	0.917	0.901	0.878	0.875	0.857	0.855	0.853	0.853	0.852	0.838

Year	14	15	16	17	18	19	20	21
1979	0.785	0.752	0.693	0.478	0.308	0.195	0.176	0.000
1980	0.799	0.765	0.711	0.505	0.326	0.265	0.196	0.000
1981	0.787	0.748	0.700	0.481	0.308	0.243	0.175	0.000
1982	0.761	0.717	0.666	0.428	0.270	0.205	0.138	0.000
1983	0.766	0.731	0.668	0.443	0.270	0.213	0.172	0.000
1984	0.787	0.743	0.691	0.432	0.278	0.231	0.155	0.000
1985	0.794	0.768	0.703	0.473	0.314	0.262	0.182	0.000
1986	0.819	0.792	0.733	0.519	0.346	0.295	0.204	0.000
1987	0.828	0.799	0.764	0.554	0.424	0.413	0.250	0.000
1988	0.822	0.791	0.753	0.559	0.403	0.349	0.240	0.000
1989	0.829	0.804	0.766	0.562	0.425	0.392	0.284	0.000

Attachment C

Age-Specific New Participation

Year	Age 3	4	5	6	7	8	9	10	11	12	13
1980	18002	13778	11108	8660	8157	7598	7287	6970	6351	5981	5790
1981	16738	12799	10141	7894	7059	6925	6545	6395	5777	5319	5060
1982	13930	12950	10141	7552	6859	6103	6256	5803	5490	5049	4803
1983	13464	14190	10031	7121	6474	6012	5635	5388	5102	4666	4443
1984	13365	14648	9543	6693	6022	5573	5391	4989	4731	4390	4316
1985	14590	15402	9818	6512	5948	5647	5516	5329	4872	4847	4577
1986	15401	14739	9906	7049	6060	5624	5547	5198	4844	4607	4480
1987	16002	14092	9445	7267	6363	5557	5443	5254	5000	4788	4488
1988	19478	15332	11044	8510	7963	7362	6566	6439	6169	5766	5652
1989	22665	14550	11152	9152	8280	8220	7641	6725	6766	6471	6143
1990	24428	13974	10949	8950	8374	7699	7752	6813	6477	6281	6148

Year	14	15	16	17	18	19	20	21
1980	5361	4275	3174	1768	748	467	293	61
1981	4610	3970	2934	1638	774	478	308	55
1982	4452	3723	2928	1666	815	550	237	90
1983	4147	3469	2868	1651	736	380	193	60
1984	3865	3350	2737	1534	764	469	255	79
1985	4332	3614	3003	1585	730	426	209	56
1986	4145	3784	3213	1868	915	653	323	76
1987	4343	3943	3346	1910	1003	808	343	76
1988	5156	4840	4236	2880	1908	1497	851	199
1989	5991	5308	4663	3189	2093	1629	957	281
1990	5949	5520	4669	3602	2316	1815	1097	310

ATTACHMENT D

TIME-SERIES MODEL FORECASTS OF AGE-SPECIFIC RETENTION RATES, NEW PARTICIPANTS, AND MEP ENROLLMENT

Attachment D

Age-Specific Retention Rate Forecasts from Regressions Using Lagged Dependent, Time Trend and Dummy Variable.

year	time	3	4	5	6	7	8	9	10	11	12
1989	11	0.873	0.917	0.901	0.878	0.875	0.857	0.855	0.853	0.853	0.852
1990	12	0.871	0.924	0.905	0.877	0.873	0.857	0.852	0.850	0.852	0.852
1991	13	0.870	0.928	0.907	0.876	0.872	0.854	0.849	0.848	0.852	0.853
1992	14	0.868	0.931	0.909	0.876	0.872	0.852	0.847	0.845	0.851	0.853
1993	15	0.867	0.934	0.911	0.876	0.873	0.849	0.845	0.843	0.850	0.853
1994	16	0.866	0.937	0.912	0.876	0.873	0.847	0.842	0.841	0.849	0.853
1995	17	0.865	0.940	0.914	0.876	0.873	0.845	0.840	0.839	0.848	0.853
1996	18	0.864	0.943	0.916	0.876	0.873	0.842	0.838	0.837	0.847	0.853
1997	19	0.862	0.946	0.918	0.876	0.873	0.840	0.836	0.835	0.846	0.853
1998	20	0.861	0.949	0.920	0.876	0.874	0.837	0.833	0.833	0.845	0.853
1999	21	0.860	0.952	0.922	0.875	0.874	0.835	0.831	0.831	0.844	0.853
2000	22	0.859	0.956	0.924	0.875	0.874	0.832	0.829	0.829	0.842	0.853

year	time	13	14	15	16	17	18	19	20
1989	11	0.838	0.829	0.804	0.766	0.562	0.425	0.392	0.284
1990	12	0.838	0.829	0.806	0.765	0.558	0.506	0.375	0.277
1991	13	0.837	0.829	0.808	0.766	0.554	0.586	0.378	0.278
1992	14	0.836	0.829	0.811	0.766	0.551	0.665	0.381	0.281
1993	15	0.835	0.830	0.813	0.767	0.548	0.744	0.385	0.285
1994	16	0.833	0.830	0.816	0.767	0.544	0.821	0.389	0.289
1995	17	0.832	0.830	0.818	0.768	0.541	0.898	0.393	0.294
1996	18	0.831	0.830	0.821	0.769	0.538	0.975	0.397	0.299
1997	19	0.830	0.831	0.823	0.770	0.535	1.000	0.400	0.303
1998	20	0.828	0.831	0.826	0.770	0.531	1.000	0.404	0.308
1999	21	0.827	0.831	0.828	0.771	0.528	1.000	0.408	0.313
2000	22	0.826	0.832	0.831	0.772	0.525	1.000	0.412	0.318

NOTE: The forecasted retention rates for age 18 in the years 1997 to 2000 exceeded 1.0. This resulted from fitting a regression equation to a short time series that experienced a big structural shift. In our theoretical model, it is not possible for more than 100% of students to be retained in the MEP. Consequently, we have constrained the value of the 18 year old retention rates in 1997 to 2000 to 1.0.

Attachment D

Age-Specific New Participation Forecasts from Regressions Using Lagged Dependent, Time Trend and Dummy Variable.

year	time	3	4	5	6	7	8	9	10	11	12
1990	12	24428	13974	10949	8950	8374	7699	7752	6813	6477	6281
1991	13	26290	14849	10880	9128	8387	7735	7976	6852	6534	6376
1992	14	27897	15193	10786	9195	8345	7638	8092	6822	6498	6400
1993	15	29334	15437	10691	9216	8285	7501	8147	6761	6430	6400
1994	16	30656	15662	10596	9216	8219	7354	8168	6688	6350	6390
1995	17	31902	15884	10501	9208	8152	7203	8169	6609	6267	6376
1996	18	33097	16105	10406	9196	8084	7051	8160	6529	6181	6362
1997	19	34257	16327	10310	9182	8016	6899	8145	6447	6096	6346
1998	20	35395	16548	10215	9168	7947	6746	8126	6364	6010	6331
1999	21	36517	16769	10120	9154	7879	6594	8105	6282	5924	6316
2000	22	37629	16990	10025	9139	7811	6441	8083	6199	5838	6300

year	time	13	14	15	16	17	18	19	20	21
1990	12	6148	5949	5520	4669	3602	2316	1815	1097	310
1991	13	6367	6090	5762	4837	3733	2346	1862	1111	326
1992	14	6447	6180	5942	4955	3834	2384	1916	1128	334
1993	15	6477	6247	6087	5057	3922	2423	1971	1145	339
1994	16	6487	6305	6215	5154	4004	2464	2027	1163	342
1995	17	6491	6360	6334	5250	4083	2505	2084	1182	345
1996	18	6493	6412	6447	5344	4161	2546	2140	1200	347
1997	19	6493	6465	6557	5439	4239	2587	2196	1218	349
1998	20	6493	6516	6666	5534	4316	2627	2253	1236	350
1999	21	6494	6568	6775	5628	4394	2668	2309	1254	352
2000	22	6494	6619	6882	5723	4471	2709	2365	1272	354

Attachment D

Age-Specific MEP Enrollment Forecasts from Regressions Using Lagged Dependent, Time Trend and Dummy Variable.

year	3	4	5	6	7	8	9	10	11	12
1990	24428	33753	39898	43248	44989	45254	45433	42887	39976	39969
1991	26290	36127	42076	45216	46309	47006	46741	45554	42983	40450
1992	27897	38057	44296	47338	47973	48041	48249	46521	45106	43002
1993	29334	39665	46110	49459	49764	49358	49071	47628	45758	44767
1994	30656	41102	47634	51199	51550	50780	50093	48138	46517	45267
1995	31902	42433	49009	52673	53001	52197	51179	48808	46767	45851
1996	33097	43694	50292	54013	54218	53322	52242	49524	47148	46001
1997	34257	44908	51519	55274	55317	54243	53046	50216	47565	46261
1998	35395	46090	52708	56486	56347	55061	53670	50685	47957	46550
1999	36517	47248	53874	57669	57334	55819	54201	51001	48163	46817
2000	37629	48391	55025	58835	58295	56540	54677	51238	48239	46926

year	13	14	15	16	17	18	19	20	21	Aggregate
1990	38942	37004	35068	30648	26275	15916	8135	3801	1177	596801
1991	40437	38726	36431	33106	27191	17004	9919	4165	1380	627108
1992	40937	40032	38044	34409	29181	17454	11885	4874	1490	654786
1993	43149	40469	39282	35909	30285	18498	13586	5679	1707	679478
1994	44670	42323	39786	37108	31539	19047	15786	6397	1959	701551
1995	45104	43589	41454	37712	32563	19671	17729	7323	2195	721161
1996	45608	43946	42632	39272	33131	20163	19814	8164	2499	738781
1997	45740	44359	43053	40437	34434	20404	21856	9076	2787	754751
1998	45965	44461	43519	40984	35436	21034	22657	9987	3105	768096
1999	46214	44641	43726	41571	35963	21495	23343	10412	3431	779440
2000	46446	44839	43997	41946	36522	21699	23861	10796	3613	789514

ATTACHMENT E

CAUSAL MODEL FORECASTS OF AGE-SPECIFIC RETENTION RATES, NEW PARTICIPANTS, AND MEP ENROLLMENT

Attachment E

Age-Specific Retention Rate Forecasts for Regressions Using Lagged Dependent, Time Trend, Hired Farmworkers and Dummy Variable.

year	time	workers	3	4	5	6	7	8	9	10	11
1989	11	1197	0.873	0.917	0.901	0.878	0.875	0.857	0.855	0.853	0.853
1990	12	1106	0.883	0.925	0.908	0.879	0.873	0.862	0.855	0.850	0.850
1991	13	1012	0.876	0.929	0.908	0.876	0.871	0.855	0.849	0.844	0.843
1992	14	940	0.877	0.933	0.911	0.877	0.872	0.855	0.848	0.842	0.841
1993	15	873	0.878	0.936	0.914	0.877	0.872	0.852	0.846	0.840	0.839
1994	16	807	0.878	0.940	0.917	0.877	0.872	0.851	0.844	0.838	0.838
1995	17	741	0.879	0.943	0.919	0.878	0.873	0.849	0.843	0.836	0.836
1996	18	675	0.879	0.947	0.922	0.878	0.873	0.848	0.841	0.834	0.834
1997	19	610	0.880	0.950	0.925	0.878	0.874	0.846	0.839	0.832	0.832
1998	20	544	0.881	0.954	0.927	0.879	0.874	0.844	0.838	0.829	0.830
1999	21	478	0.881	0.958	0.930	0.879	0.874	0.843	0.836	0.827	0.828
2000	22	412	0.882	0.961	0.933	0.879	0.875	0.841	0.835	0.825	0.827

year	time	workers	12	13	14	15	16	17	18	19	20
1989	11	1197	0.852	0.838	0.829	0.804	0.766	0.562	0.425	0.392	0.284
1990	12	1106	0.849	0.841	0.831	0.805	0.767	0.558	0.503	0.396	0.248
1991	13	1012	0.843	0.836	0.827	0.801	0.760	0.554	0.469	0.386	0.257
1992	14	940	0.841	0.834	0.827	0.802	0.761	0.550	0.485	0.394	0.254
1993	15	873	0.839	0.833	0.828	0.803	0.763	0.546	0.494	0.400	0.261
1994	16	807	0.838	0.832	0.829	0.804	0.764	0.543	0.506	0.407	0.262
1995	17	741	0.837	0.831	0.829	0.805	0.766	0.539	0.517	0.414	0.266
1996	18	675	0.835	0.830	0.830	0.806	0.768	0.535	0.528	0.421	0.269
1997	19	610	0.834	0.829	0.831	0.807	0.770	0.531	0.540	0.428	0.274
1998	20	544	0.833	0.828	0.831	0.808	0.771	0.527	0.551	0.435	0.276
1999	21	478	0.831	0.827	0.832	0.809	0.773	0.524	0.562	0.442	0.280
2000	22	412	0.830	0.826	0.832	0.810	0.775	0.520	0.573	0.449	0.283

Attachment E

Age-Specific New Participation Forecasts for Regressions Using Lagged Dependent, Time Trend, Hired Farmworkers and Dummy Variable.

year	time	workers	3	4	5	6	7	8	9	10	11
1990	12	1106	24428	13974	10949	8950	8374	7699	7752	6813	6477
1991	13	1012	25913	13979	11010	9219	8120	7702	7912	6819	6461
1992	14	940	27248	13859	10954	9364	8015	7619	7979	6799	6395
1993	15	873	28514	13639	10867	9450	7956	7527	8002	6773	6326
1994	16	807	29745	13350	10772	9510	7911	7435	8004	6744	6258
1995	17	741	30958	13017	10676	9560	7870	7343	7993	6715	6190
1996	18	675	32163	12654	10579	9606	7830	7252	7977	6686	6122
1997	19	610	33364	12269	10480	9648	7791	7162	7958	6658	6056
1998	20	544	34561	11873	10383	9691	7751	7070	7937	6628	5988
1999	21	478	35758	11470	10287	9734	7712	6979	7914	6599	5920
2000	22	412	36953	11063	10191	9777	7673	6887	7891	6570	5852

year	time	12	13	14	15	16	17	18	19	20	21
1990	12	6281	6148	5949	5520	4669	3602	2316	1815	1097	310
1991	13	6246	6173	5947	5759	4852	3734	2413	1909	1165	323
1992	14	6207	6168	5941	5948	4985	3843	2490	1995	1219	329
1993	15	6184	6159	5951	6114	5103	3941	2556	2075	1265	331
1994	16	6168	6149	5972	6268	5216	4035	2618	2153	1308	331
1995	17	6154	6139	5998	6417	5328	4126	2679	2231	1350	330
1996	18	6142	6129	6024	6564	5440	4217	2739	2308	1392	328
1997	19	6133	6120	6055	6710	5552	4307	2798	2385	1433	326
1998	20	6121	6110	6084	6855	5664	4398	2858	2463	1474	324
1999	21	6109	6100	6112	7000	5776	4488	2918	2540	1515	322
2000	22	6096	6090	6139	7145	5888	4578	2978	2618	1557	320

Attachment E

Age-Specific MEP Enrollment Forecasts for Regressions Using Lagged Dependent, Time Trend, Hired Farmworkers and Dummy Variable.

year	3	4	5	6	7	8	9	10	11	12
1990	24428	33753	39898	43248	44989	45254	45433	42887	39976	39969
1991	25913	35546	42247	45444	46124	46976	46937	45647	42904	40234
1992	27248	36570	43977	47736	47825	47793	48139	46647	44913	42391
1993	28514	37541	44975	49527	49800	49207	48858	47584	45604	43975
1994	29745	38372	45918	50610	51335	50850	49949	48072	46214	44448
1995	30958	39136	46736	51646	52264	52120	51268	48888	46460	44862
1996	32163	39857	47498	52566	53151	52859	52239	49887	46972	44968
1997	33364	40548	48219	53435	53938	53565	52761	50590	47638	45299
1998	34561	41233	48920	54273	54687	54189	53253	50920	48059	45763
1999	35758	41902	49621	55094	55402	54771	53665	51215	48158	46009
2000	36953	42569	50313	55919	56105	55328	54042	51443	48228	45989

year	13	14	15	16	17	18	19	20	21	Aggregate
1990	38942	37004	35068	30648	26275	15916	8135	3801	1177	596801
1991	40106	38714	36527	33097	27238	17073	9917	4383	1267	626294
1992	40072	39463	37957	34239	28987	17579	10003	5043	1457	648039
1993	41806	39390	38766	35534	30013	18503	10599	5204	1611	667011
1994	43062	40810	38877	36328	31139	19015	11291	5545	1687	683266
1995	43388	41836	40228	36570	31899	19573	11844	5946	1783	697405
1996	43663	42088	41251	37809	32234	19925	12419	6293	1912	709753
1997	43680	42300	41632	38785	33336	20043	12901	6659	2021	720714
1998	43892	42303	41987	39254	34252	20567	13285	7001	2146	730545
1999	44203	42460	42160	39694	34765	20985	13870	7296	2257	739285
2000	44335	42699	42462	39987	35260	21185	14413	7689	2364	747283